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ABSTRACT

This handbook includes teacher preparation and certification regulations adopted by the Kentucky State Board of Education through March 1983. State standards are delineated for: (1) statutory provisions relating to teacher education and certification; (2) teacher certification procedures; (3) ranking of teacher qualifications; (4) evaluation and approval of teacher preparation programs and teacher education institutions; (5) preparation and certification of professional school personnel; (6) kindergarten through 12th grade teacher preparation/certification; extension of the validity of elementary and secondary certificates; (8) school administration and supervision; (9) preparation and certification for music, English as a second language, reading specialist, driver education, guidance counselor, school media librarian, teacher of exceptional children, school psychometrist, school psychologist, school social worker, school nurse, rehabilitation counselor, school business administrator, vocational education, junior reserve officers training corps, and emergency certification; (10) administrator preparation/certification; and (11) general education component of teacher preparation-curriculum standards. Recent changes in teacher certification regulations are noted, and proposed changes are outlined. (JD)

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PREFACE

The Kentucky statutes provide that "all certificates...shall be issued in accordance with the published rules and regulations of the State Board of Education through the Superintendent of Public Instruction" (KRS 161.030). This handbook is published to satisfy this statute and to give wide distribution of the regulations of the State Board of Education that relate to teacher education and certification.

This handbook includes the regulations adopted by the State Board of Education through March, 1983. For the most part the statutes and regulations pertaining to teacher education and certification are presented without further explanation or comment. Numerical references to the Kentucky Revised Statutes and to the State Board of Education regulations have been included as a part of the sub-titles.

In order to give further clarity to the actual regulations interpretative statements have been inserted at certain points, but in these instances the interpretive material has been enclosed within boxes so that there will be no confusion with the actual regulation.

It should be noted that while the Kentucky State Board of Education legally adopts the regulations for teacher education and certification this action is preceded by the professional decision making process of the Kentucky Council on Teacher Education and Certification. The Council has the legal responsibility for prescribing curricula for teacher education and for making recommendations to the Superintendent of Public Instruction and to the State Board of Education (see KRS 161.025 and KRS 161.030).

Within the Kentucky Department of Education the Division of Teacher Education and Certification has been assigned the responsibility for administering the regulations, procedures, and policies relating to teacher education and certification.

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RECENT CHANGES IN TEACHER CERTIFICATION REGULATIONS

1. Selection, Admission, Retention of Teacher Candidates

   A comprehensive revision includes the requirement of tests in basic literacy for admission and a significant increase in the grade point average required for admission to student teaching. It is suggested that a careful reading be given to Chapter V, TEC 12.0, 12.1, 12.2, 12.3, 12.4--see pages 30-37.

2. Competency Statements for Four Secondary Vocational Education Programs

   In adopting the competency statements for the professional education component of the Provisional High School certification program exceptions were made in four instances. Appropriate competency statements have now been developed and included in the required preparation for vocational agriculture, industrial education--orientation and exploration level, industrial education--preparation level, and for health occupations--see pages 74-77.

3. Reinstatement of Teaching Minors in Science

   Teaching minors in biology, chemistry, earth science, and physics have been reinstated provided they are accompanied by a teaching major in mathematics or one of the other sciences--see page 66.

4. Teaching English as a Second Language

   A certificate endorsement has been established for teaching English as a second language--see pages 89-90.

5. Certificate for Substitute Teaching

   A special certificate has been created, limited to substitute teaching, for persons whose certificates have lapsed after once having qualified on the basis of a four-year preparation program--see page 11.

CERTIFICATION CHANGES IN THE MAKING

1. The following proposals have been passed by the Kentucky Council on Teacher Education and Certification and forwarded to the Superintendent of Public Instruction and the State Board of Education for adoption. An announcement of official action is scheduled for distribution in October 1983 following consideration by both the State Board of Education and the Legislative Research Commission Administrative Regulations Review Subcommittee.

    a. Resource Teacher for Gifted Education

    A certificate endorsement as resource teacher for gifted education is proposed based upon a prerequisite of three years of teaching experience and completion of a 12 semester hour graduate curriculum. The proposal also includes a "grandperson" clause.

    b. Director/Consultant for Special Education

    This proposal combines into one preparation-certification program the former provisions for director of special education and for consultant for special education. The proposed minimum requirements are approximately 3 semester hours more than the old curriculum for consultant and approximately 6 semester hours less than the old curriculum for director.

    c. Education Diagnostician

    This proposal gives recognition to the school position named education diagnostician and provides an appropriate preparation program. The former provisions are to be repealed for school psychometrist and special education diagnostician.

    d. Deleting Items from a Certificate

    Under this proposal at certain times each year a teacher may request that certain items be deleted from the teaching certificate. For example, a person having a major in English who has been teaching English for 15 years might no longer feel competent to teach in a minor field that is still listed on the certificate and, consequently, requests that it be deleted.

    e. Applying Extended Preparation Programs Toward a Higher Salary Rank

    It is proposed that when the undergraduate preparation for positions that require "dual" preparation considerably exceeds the usual four-year program that the additional preparation be allowed to count toward the non-degree Planned Fifth-Year Program for a Rank 2 classification.

2. Standard High School Program Revision

The Council on Teacher Education and Certification is nearing the end of a study leading to significant revisions in the preparation program for the Standard High School Certificate. Final Council action is anticipated in July 1983. Subsequent consideration by the Superintendent of Public Instruction and by the State Board of Education would then take place during the fall of 1983.

3. Competency Testing and Internship for New Teachers

The Council on Teacher Education and Certification, the Superintendent of Public Instruction, and the State Board of Education have agreed upon a concept paper which provides for testing of the graduates of teacher education programs as a prerequisite to the issuance of a temporary teaching certificate and to the utilization of the first year of teaching as an internship. The testing program would include measures of general studies, communication skills, professional knowledge, and knowledge of the teaching specialty. During the one-year internship the first-year teacher would be assisted by a resource teacher and also by a three-member evaluation team which would provide suggestions for professional development early in the school term and which would render a final professional judgment with respect to continued certification at the end of the school term. Legislation is being drafted to implement this plan.

I. SELECTED STATUTORY PROVISIONS RELATING TO TEACHER EDUCATION AND CERTIFICATION

A. CERTIFICATION REQUIRED OF SCHOOL EMPLOYEES

160.350 Superintendent of Schools; Appointment; Term; Salary; Vacancy; Qualifications; Removal. (Excerpt)...Before any superintendent assumes his duties he shall present to the board of education that elected him a statement signed by the Superintendent of Public Instruction that he has been duly issued a certificate of administration and supervision issued in accordance with the provisions of law and which qualifies him to hold the position to which he has been elected, and he shall hold such certificate throughout the period of his employment....

161.020 Certification Authority. (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public school position for which certificates may be issued, or receive [illegible] for services rendered in such position, unless he holds a certificate of legal qualifications for such position.

(2) No person shall enter upon the duties of a position requiring certification qualifications until his certificate has been filed or credentials registered with the board of education employing him.

(3) The validity and terms for the renewal of any certificate shall be determined by the laws and regulations in effect at the time the certificate was issued.

B. AUTHORITY FOR THE ISSUANCE, REVOCATION, AND SUSPENSION OF TEACHER CERTIFICATION

161.030 Certification Authority. (1) The certification of all teachers and other school personnel is vested in the State Board for Elementary and Secondary Education. When so certified, teachers and other school personnel shall not be required to have licensure, certification, or other forms of approval from any other state agency for the performance of their respective assignments within the common schools. All certificates authorized under KRS 161.010 to 161.126 shall be issued in accordance with the published rules and regulations of the State Board for Elementary and Secondary Education through the Superintendent of Public Instruction.

(2) In the case of nontax supported schools, standards for teacher certification shall provide for the certification without further educational requirements, of any administrator, supervisor, or teacher who has attended, and received a bachelor's degree from, a standard college or university.

(3) Certificates shall be issued to persons who have completed, at such colleges and universities as have been approved by the State Board for Elementary and Secondary Education for the preparation of teachers and other school personnel, the curricula prescribed by the Kentucky Council on Teacher Education and Certification and approved by the State Board for Elementary and Secondary Education for the certificates.

(4) The State Board for Elementary and Secondary Education shall approve the curricula of any standard college or university, or of any department thereof for the training of teachers, when the curricula comply with the rules and regulations of the State Board for Elementary and Secondary Education and are equivalent to any or all the curricula prescribed for the state institutions for the issuance of certificates to students of the state institutions, and when the institution has otherwise met the terms and conditions provided in KRS 161.010 to 161.120. Any student of such institution who has completed any of these curricula or the equivalent thereof, as approved by the State Board for Elementary and Secondary Education, and who in addition thereto has completed the prescribed requirements for the issuance of certificates for teaching to students of the state institutions may, by the State Board for Elementary and Secondary Education, be granted a certificate for teaching of the same validity and tenure as certificates issued to students completing like requirements in the state institutions.

161.040 General Qualifications for Certificates. No person shall receive or hold any certificate who does not present evidence of good moral character and who is under eighteen (18) years of age.

161.100 Emergency Certificates. When a district board of education satisfies the State Board for Elementary and Secondary Education that it is impossible to secure qualified teachers for a position in a school under the control of the district board, the State Board for Elementary and Secondary Education may, on approval of the Superintendent of Public Instruction, issue emergency certificates to persons who meet the qualifications determined by the State Board for Elementary and Secondary Education for emergency certificates. An emergency certificate shall be valid only for the specific job for which issued and for the current school term. The State Board for Elementary and Secondary Education may require the passing of a written examination before an emergency certificate is issued. The examination shall be prepared and administered and the papers graded in the State Department of Education under the direction of the Superintendent of Public Instruction, in accordance with rules and regulations approved by the State Board for Elementary and Secondary Education.

161.120 Revocation of Certificates. Any certificate issued under KRS 161.010 to 161.110, or any certificate or license issued under any previous law to superintendents, principals, teachers, supervisors, directors of pupil personnel or other administrative, supervisory or instructional employes maybe revoked by the State Board for Elementary and Secondary Education, on the written recommendation of the Superintendent of Public Instruction, for immorality, misconduct in office, incompetency or wilful neglect of duty, or upon the determination that a certificate applicant presented or declared false information toward obtaining the issuance or renewal of any type of teacher certification. Before the certificate is revoked the defendant shall be given a copy of the charges against him and an opportunity, upon not less than ten (10) days' notice, to be heard in person or by counsel.

161.780 Termination of Contract by Teacher or Superintendent. No teacher or superintendent shall be permitted to terminate his contract within thirty (30) days prior to the beginning of his school term without the consent of the board; any such teacher or superintendent shall be permitted to terminate his contract at any other time when schools are not in session by giving two (2) weeks' written notice to the employing board of education. Upon complaint by the employing board to the State Superintendent of Public Instruction and after investigation by him, the certificate for a teacher or superintendent terminating his contract in any other manner than provided in this section may be suspended for not more than one (1) year.

161.010 Definitions for KRS 161.020 to 161.120. As used in KRS 161.020 to 161.120:

(1) "Standard college or university" means an institution accredited by the Southern Association of Colleges and Schools or by one of the other recognized regional accrediting agencies or by the Kentucky Department of Elementary and Secondary Education.

(2) "Standard college or university work of graduate grade" means academic preparation that extends beyond the usual four (4) year program of undergraduate studies leading to a bachelor's degree and which is completed at a standard college or university accredited for the graduate level.

(3) "Student teacher" means an adult who has completed the prerequisite teacher preparation as prescribed by the accredited teacher education institution in which he is enrolled, and who is jointly assigned by the institution and a local school district to engage in a period of practice teaching under the direction and supervision of the administrative and teaching staff of the school district and the institution.

(4) "Para-professional" means an adult school employe who works under the direction of the professional administrative and teaching staff in performing, within the limitations of his training and competency, certain instructional and noninstructional functions in the school program as are illustrated by, but not limited to: clerical duties, tutoring individual pupils, leading pupils in recreational activities, conducting pupils from place to place, assisting with classroom instruction as directed by the teacher, aiding the school librarian, preparing and organizing instructional materials and equipment.

(5) "Teacher aide" shall be defined synonymously with para-professional.

C. LEGAL STATUS OF STUDENT TEACHERS AND OF PARA-PROFESSIONAL PERSONNEL

161.042 Status of Student Teachers. (1) The State Board for Elementary and Secondary Education shall provide through regulation for the utilization of the common schools for the preparation of teacher education students from the colleges and universities.

(2) Within the provisions established by the State Board for Elementary and

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Secondary Education, local boards of education are authorized to enter into cooperative agreements, including financial arrangements, with colleges and universities for the purpose of providing professional laboratory experiences and student teaching experiences for students preparing for the education profession.

(3) A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certificated teacher employed within the school district but shall be subject to the direction and supervision of the professional administrative and teaching staff of the school district.

(4) Teacher education students, other than student teachers, may be permitted through cooperative agreements between the local school district and the teacher education institution, to engage in supplementary instructional activities with pupils under the direction and supervision of the professional administrative and teaching staff of the school district.

Specific regulations for the utilization of the common schools for the preparation of teacher education students have not yet been promulgated. Thus far, the language of the statute appears to be a sufficient guide for the local boards of education and the teacher education institutions.

161.044 Status of Para-Professionals. (1) The State Board for Elementary and Secondary Education shall establish regulations governing the qualifications and the utilization of adult para-professional personnel and adult volunteer personnel in the common schools.

(2) Within the provisions established by the State Board for Elementary and Secondary Education, local boards of education may employ adult para-professional personnel in supplementary instructional and non-instructional activities with pupils. While engaged in an assignment as authorized under the regulations, and as directed by the professional administrative and teaching staff, such personnel have the same legal status and protection as a certified teacher in the performance of the same or similar duties.

(3) Within the provisions established by the State Board for Elementary and Secondary Education, local boards of education may utilize adult volunteer personnel in supplementary instructional and non-instructional activities with pupils under the direction and supervision of the professional administrative and teaching staff.

See also 704 KAR 15:080, Qualifications and Utilization of Para-professional Personnel, found in Chapter II of this publication.

D. KENTUCKY COUNCIL ON TEACHER EDUCATION AND CERTIFICATION

161.025 Kentucky Council on Teacher Education and Certification.
(1) There shall be a Kentucky Council on Teacher Education and Certification

whose members shall be appointed by the Superintendent of Public Instruction as follows:

(a) The dean or department head for education from each of the state universities and state senior colleges;

(b) Three (3) academic deans from the private senior colleges and universities selected so that representation shall be rotated among the private institutions;

(c) Fourteen (14) members, selected from nominees submitted by those professional organizations designated by the Superintendent of Public Instruction as being most representative of the professional members to be appointed, to be nominated and selected in a manner to provide geographic representation, to include:

1. Two (2) members, who at the time of appointment shall hold the positions of local school superintendent,
2. Three (3) members, who at the time of appointment shall hold admininistrative or supporting personnel positions in which the major duties are other than classroom teaching,
3. Nine (9) members, who at the time of appointment shall hold positions as classroom teachers;

(d) One (1) member to be selected from a list of nominees submitted by the governing body of the Kentucky School Boards Association;

(e) One (1) member to be selected from a list of nominees submitted by the governing body of the Kentucky Branch National Congress of Parents and Teachers;

(f) Two (2) members selected at large;

(g) One (1) member from the Department for Elementary and Secondary Education representing teacher education and certification, who shall serve as executive secretary;

(h) One (1) member from the Department for Occupational Education;

(i) Two (2) members, who at the time of appointment, shall hold positions in occupational education.

(2) Each individual appointment shall be for a period of four (4) years except that one-half of the initial appointments shall be for two (2) year terms. Members may serve successive terms if renominated and re-appointed in the manner prescribed for membership. Vacancies shall be filled as they occur in a manner consistent with the provisions for initial appointments.

(3) At the first meeting held on or after July 1 of each year a chairman shall be elected by and from the membership. A member shall be eligible to serve no more than three (3) one (1) year terms in succession as chairman. The executive secretary shall keep records of proceedings and shall prepare

the approved recommendations for transmission to the Superintendent of Public Instruction, the State Board for Elementary and Secondary Education, and the State Board for Occupational Education, and other appropriate agencies. Regular meetings shall be held at least biannually on call by the chairman.

(4) The Kentucky Council on Teacher Education and Certification shall develop and recommend policies and standards relating to teacher preparation and certification including; The requirements for the preparation and certification of teachers and other professional school personnel; the standards and procedures for the approval of college and university programs for the preparation of teachers and other professional school personnel.

(5) To carry on the functions relating to its duties and responsibilities the Kentucky Council on Teacher Education and Certification is empowered to receive donations and grants of funds; to appoint consultants as needed; and to sponsor studies, conduct conferences and publish information.

E. RANKING OF TEACHER QUALIFICATIONS

157.390 Classification of Teachers. (1) (a) The Superintendent of Public Instruction, under Kentucky administrative regulations of the State Board for Elementary and Secondary Education, shall classify teachers in rank as follows:

Rank I. Those holding regular certificates and who have a master's degree in a subject field approved by the State Board for Elementary and Secondary Education or equivalent preparation and who have earned thirty (30) semester hours of approved graduate work or its equivalent, and those teachers who, as of September 1, 1962, were included in Rank I, having earned twenty-four (24) semester hours of additional approved graduate work.

Rank II. Those holding regular certificates and who have a master's degree in a subject field approved by the State Board for Elementary and Secondary Education or equivalent preparation.

Rank III. Those holding regular certificates and who have an approved four-year college degree or the equivalent.

Rank IV. Those holding certificates and who have ninety-six (96) to one hundred twenty-eight (128) semester hours of approved college training or the equivalent; provided, however, that persons holding emergency certificates shall not be classified higher than this rank for calculation of the amount to be included in the Foundation Program.

Rank V. Those holding certificates and who have sixty-four (64) to ninety-five (95) semester hours of approved college training or the equivalent.

(b) In determining ranks, the Superintendent of Public Instruction, under Kentucky administrative regulations of the State Board for Elementary and Secondary Education shall classify teachers who hold valid certificates in the respective ranks according to approved college semester hours of credit. The Superintendent of Public Instruction, in defining preparation for certain types of vocational teachers as equivalent to college training, shall give consideration to apprenticeship training and industrial experience.

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II. TEACHER CERTIFICATION PROCEDURES

A. APPLICATION FOR TEACHER CERTIFICATION
704 KAR 20:045

Section 1.

(1) Application for teacher certification shall be made on official forms prepared by the Department of Education.

(2) The application shall be supplemented by official transcripts showing all college credits necessary for the requested certification.

(3) The Superintendent of Public Instruction may authorize a teacher education institution to present certificates to applicants at the time the certification requirements are completed provided the applications have been approved in advance by the Department of Education and provided the institution files the official transcripts of credits with the Department of Education within thirty (30) days.

B. DATING OF CERTIFICATES
704 KAR 20:055

Section 1.

(1) Certificates shall ordinarily be issued to begin on July 1 of the first year of duration and to expire on June 30 of the last year of duration.

(2) If the requirements for a certificate are completed on any date from July 1 to September 1 inclusive the certificate may be issued with a beginning date of July 1.

(3) If the requirements for a certificate are completed after September 1 of the school year for which the certificate is to be initially issued, the certificate shall be valid from the date the requirements were completed and shall expire on June 30 of the last year of duration.

(4) In determining the date of expiration the calendar year of the date on which the certificate becomes initially valid shall be used as the base year and the certificate shall expire on June 30 of the calendar year derived by adding the years of duration to the base year.

Section 2.
Academic credits earned on or before September 1 of the year of certificate expiration shall be applicable toward the renewal requirements of a certificate which expires on June 30 of the same year.

Section 3.
For teacher certification purposes an applicant shall be considered as holding the bachelor's degree or other academic degree from the date of the completion of the degree requirements as attested by the registrar of the institution.

C. RECOGNITION OF TEACHER PREPARATION COMPLETED OUT OF STATE
704 KAR 20:035

Section 1.
The Kentucky State Department of Education shall determine whether an applicant whose professional preparation was completed outside the Commonwealth of Kentucky has completed a teacher education program substantially equivalent to that required for a particular Kentucky certificate and shall be empowered to issue the certificate on an equivalency basis or on a conditional basis. When a certificate is issued on a conditional basis its duration shall be limited to not more than two (2) years during which time deficiencies specified by the Department of Education shall be completed by the applicant.

RECOGNITION OF TEACHER PREPARATION COMPLETED OUT OF STATE

1. Teaching Personnel

The Kentucky State Department of Education has participated in the major "reciprocity" systems for teacher certification; namely the Interstate Certification Project and the reciprocity system of the National Association of State Directors of Teacher Education and Certification. In addition, special consideration is given to graduates from institutions accredited by the National Council for the Accreditation of Teacher Education.

A new practice in Kentucky certification which may be difficult for out-of-state applicants to understand is that of issuing the initial teaching certificate for a duration period which expires ten years after the completion of the college preparation program. It may be even more difficult to understand that the renewal requirement is the completion of a master's degree or Planned Fifth-Year Program and that this may become due within the next one or three or seven years, etc. depending upon the duration period.

Finally, if the certificate application is made more than ten years after the teacher preparation was completed no certificate can be issued unless the applicant has also completed a master's degree or a Planned Fifth-Year Program. It should be emphasized that these are the same requirements that are applied to residents of Kentucky who have prepared in Kentucky teacher education institutions and that they are applied equally and without prejudice to applicants from out of state.

2. Administrative Personnel

The certificate applications for the positions of administration and supervision should be routed through the institution where the graduate study was completed; the college or university officials will indicate on the application form the specific curriculum pursued at the institution and will indicate the type of certification which would be issued in the respective state. (over)

A basic concept with respect to out-of-state preparation is "...a teacher education program substantially equivalent...." For example, an applicant prepared in another state for principalship who presents only the master's degree and evidence of certification in the other state would not be eligible for Kentucky certification as a high school principal since the Kentucky guidelines call for a 45 semester hour program of additional graduate study including a master's degree. Likewise, an applicant presenting a 45 semester hour program including a master's degree would not be eligible unless the program was specifically designed by his college or university for preparation as a high school principal.

D. CERTIFICATION FOR TEACHING IN NON-TAX SUPPORTED SCHOOLS
704 KAR 20:170

Section 1.
The Certificate for Teaching in Non-Tax Supported Schools valid for any position of administrator, supervisor, or teacher in the specific non-tax supported school in which the teacher is to be employed shall be issued on the basis of the completion of a bachelor's degree program in an accredited college upon application and recommendation by the chief administrative officer of the school.

Section 2.
The Certificate for Teaching in Non-Tax Supported Schools shall not be endorsed for any service in the public schools nor shall possession of that document satisfy any requirement for any type of certification for the public schools.

E. TIME LIMITS FOR APPLYING FOR CERTIFICATION
704 KAR 20:050

Section 1.
A person who completes a particular program of teacher preparation before the prescribed deadline date shall continue to be eligible for a period of five (5) years for the issuance of the certificate which corresponds to the particular program completed (dating from September 1 following the time of graduation).

Section 2.
A person who has completed a four (4) year program of teacher preparation and the Planned Fifth-Year Program ten (10) or more years prior to the date of application for certification shall be issued the comparable current Kentucky certificate bearing the condition that twelve (12) semester hours of additional preparation be completed at a minimum rate of six (6) semester hours a year within a two (2) year period subject to the following modifications.

(1) The twelve (12) semester hour condition shall be reduced by the amount of graduate level credit completed during the previous ten (10) year period.

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(2) The twelve (12) semester hour condition shall be reduced by the amount of full-time teaching experience at the appropriate level completed during the previous ten (10) year period (at the rate of one (1) full year for four (4) semester hours).

F. CERTIFICATE RENEWAL
704 KAR 20:060

Section 1.

The validity of any certificate for professional school personnel which has been issued under the authority of the Kentucky State Board of Education shall not be impaired by the repeal or revision of the certification requirements and such certificate may continue to be renewed in accordance with the provisions in effect at the date of the issuance of such certificate.

Section 2.

When the renewal of any provisional teaching certificate requires the completion of additional academic course work in lieu of teaching experience, the credits shall be selected from the Planned Fifth-Year program.

Section 3.

The following classes of certificates originally issued for three (3), four (4), and five (5) year periods may be renewed for ten (10) year periods upon completion of the respective renewal requirements: provisional and standard elementary and secondary teaching certificates when the holder has a bachelor's degree; librarian certificates, and special education certificates.

Section 4.

Regular certificates may be reinstated for one (1) time only for one (1) year upon recommendation by the employing school superintendent upon completion of at least one-third (1/3) of the renewal requirements. The remainder of the renewal requirements shall be completed within the one (1) year period of reinstatement.

Section 5.

(1) Experience in the armed forces of the United States of America may be accepted toward the renewal of teaching certificates in lieu of required teaching experience provided the applicant held a valid certificate prior to entering military services.

(2) The validity period of a certificate held by a person at the time of entry into the armed forces of the United States of America shall be extended for the same period of time for which it was valid at the time of entry, beginning from the date of discharge.

Section 6.

For certificates requiring teaching experience for renewal experience as a substitute teacher may be accepted if the holder of the certificate was employed officially by the local board of education, was paid through the board of education, and substituted no less than thirty (30) teaching days distributed over two (2) semesters of a regular school term.

Section 7.
The Superintendent of Public Instruction shall approve the types of experiences which may be accepted under the law and regulations of the State Board of Education in renewing certificates.

G. PERSONNEL QUALIFICATIONS FOR NEW SCHOOL POSITIONS
704 KAR 20:165

Section 1.
The Superintendent of Public Instruction shall be authorized to determine the qualifications and certification requirements for positions in which no program of preparation-certification has yet been established by the Kentucky State Board of Education.

H. SUBSTITUTE TEACHERS
704 KAR 20:210

Section 1.

(1) The Certificate for Substitute Teaching shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has previously qualified for any type of Kentucky certificate for classroom teaching for which the completion of four (4) year program of teacher preparation and a bachelor's degree was required.

(2) The Certificate for Substitute Teaching shall be issued initially for a duration period of five (5) years and may be reissued or renewed upon recommendation of the employing school district superintendent.

(3) The Certificate for Substitute Teaching shall be valid only for substitute teaching. The certificate document shall show the type of preparation completed by the teacher and shall be valid for substitute teaching in the area of preparation only. The Certificate for Substitute Teaching shall not be valid for continuous part-time employment for classroom teaching.

Section 2.
Whenever substitute teachers must be employed to serve during the absence of the teacher of record for the position the following priority shall be observed in their selection and employment.

(1) Teachers who hold regular certification for classroom teaching and teachers who hold the Certificate for Substitute Teaching, and if no teacher with such certification is available, then;

(2) Persons certified on an emergency basis for substitute teaching and who have sixty-four (64) semester hours credit or more of college preparation, and if none is available, then;

(3) Persons certified on an emergency basis for substitute teaching and who have less than sixty-four (64) semester hours of college preparation, but no less than high school graduation.

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I. SUBSTITUTE TEACHERS SALARY SCHEDULING
702 KAR 3:075

Section 1.
Local boards of education shall submit annually to the Division of Finance a per diem pay schedule for substitute teaching. Such pay schedule shall take into consideration the following.

(1) Substitute teachers shall be paid on a single salary schedule based on training and experience.

(2) Substitute teachers shall be ranked in accordance with Foundation Program requirements as outlined in KRS 157.390.

(3) Local boards of education shall adopt a pay schedule for substitute teaching which may be the same, higher, or lower than the rate of pay for a regular full-time teacher.

J. QUALIFICATIONS AND UTILIZATION OF PARAPROFESSIONAL PERSONNEL
704 KAR 15:080

Section 1.
Local boards of education may utilize adult volunteer and adult paraprofessional employees in accordance with KRS 161.044 and KRS 161.010 (4) (5) and subject to the following provisions:

(1) For each paraprofessional employee the local school district shall prepare and maintain an up-to-date job description which outlines the duties that the individual is authorized to perform and which further describes the formal preparation or professional judgments of competency that corroborate the qualifications of the individual to perform those duties. The professional administrative and teaching staff may establish formal evaluation procedures to arrive at the professional judgments of competency that are to be entered into the written job description.

(2) The professional administrative and teaching staff, as well as the paraprofessional employees, shall have copies of the job descriptions of the paraprofessional personnel under their direction and shall limit the work assignment of the paraprofessional personnel to the duties outlined in the job descriptions.

(3) Paraprofessional employees and volunteer personnel may be assigned within the limitations of their competency to assist with classroom instruction as personally supervised by the professional administrative and teaching staff. Such assistance shall not include the continuing day-to-day responsibility for teaching a particular academic subject or group of pupils in the role ordinarily ascribed to a teacher.

Section 2.
In the event a local board of education is unable to staff an athletic program with certified personnel, the local district superintendent may request annual approval from the Superintendent of Public Instruction for an alternative staffing arrangement. Appropriate justification shall be submitted in writing

on forms provided by the Head of the Bureau of Instruction. As long as a paraprofessional is acting within the scope of authority as set forth in this regulation and KRS 161.010 and KRS 161.044, he/she may assist coaches.

K. TEACHER EXCHANGE PROGRAM
704 KAR 20:212

Section 1.
The Superintendent of Public Instruction shall issue appropriate certification for a one (1) year period to foreign teachers serving in the Kentucky schools under the teacher exchange program as authorized by the Federal statutes enacted by the Congress of the United States provided such teachers hold the credentials or other legal authorization for teaching in their native countries and have had at least one (1) year of teaching experience.

L. REISSUANCE OF CERTIFICATION
704 KAR 20:051

Section 1.
A certificate that has expired for lack of completion of the planned fifth-year renewal requirement may be reissued upon completion of the Planned Fifth-Year Program and it shall carry the same validity as the expired certificate.

III. RANKING OF TEACHER QUALIFICATIONS UNDER THE FOUNDATION LAW

For statutory provisions refer to KRS 157.390, page 6 of this handbook.

A. GENERAL RANKING PROCEDURES
704 KAR 20:010

Section 1.

(1) It shall be the responsibility of the individual teacher to place on file with the State Department of Education and with the local school superintendent all official transcripts of approved college credits that affect qualifications for ranking purposes under the Foundation Law.

(2) The State Department of Education shall maintain and evaluate transcripts of college credits for ranking purposes. Transcripts submitted for emergency certification for substitute teaching shall be evaluated and recorded and thereafter may be returned to the employing school district.

Section 2.

(1) Preparation programs for either a Rank II or Rank I classification under the Foundation Law shall be planned in advance by the candidate and the graduate adviser in terms of one (1) or more of the following purposes:

(a) To improve the professional competency for the position covered by the initial teaching certificate;

(b) To extend the scope of professional competency to some certification area not covered by the initial certificate;

(c) To obtain preparation-certification required for professional advancement to a higher position.

(2) Programs for a Rank II or Rank I classification shall be planned in advance by the candidate and the graduate adviser utilizing a curriculum contract form on which is clearly indicated the following information:

(a) The purpose or combination of purposes to be satisfied by the program;

(b) The titles of any additional teacher certification being sought and the specific courses required;

(c) A guiding statement relating to the selection of the additional courses; and

(d) Other specific requirements of the teacher education institution, including, but not limited to, total number of hours, time deadlines, and time in residence.

(3) For advancement from a Rank III to a Rank II classification, three (3) plans are provided in 704 KAR 20:020. For advancement from Rank II to a Rank I classification two (2) plans are described in 704 KAR 20:015.

B. SALARY SCHEDULING AND RANKING OF TEACHERS FOR FOUNDATION PROGRAM CALCULATION

702 KAR 3:100

Section 1.
Department of Education Professional Staff Data Form shall be completed during the week of September 15 for any teacher paid by and/or under the supervision of the district board of education.

Section 2.
Rank and experience of the teacher on September 15 shall determine the rank of the foundation program teacher for the year.

Section 3.
A vacancy or new position staffed between September 15 through January 31 shall be assigned a fraction of a classroom unit. Changes of personnel, vacancy, new position staffed, or position abolished shall be reported on the February amendment to the professional staff data form. This amendment shall be completed February 1 and due in the Division of Finance on or before February 5. No part of a unit shall be granted for positions staffed after January 31.

C. FIFTH YEAR PROGRAM FOR RENEWAL OF PROVISIONAL TEACHING CERTIFICATES AND FOR RANK II EQUIVALENCY

704 KAR 20:020

Section 1.
The Planned Fifth-Year Program required for the renewal of provisional teaching certificates shall be planned as outlined in 704 KAR 20:010 and shall be accepted as an equivalency for a Rank II classification under the Foundation Law and may be satisfied by any one of the three (3) plans as described in the following sections.

Section 2.
The Plan I Fifth-Year Program shall be the completion of master's degree from a regionally accredited college or university.

Section 3.
The Plan II Fifth-Year Program shall consist of a program completed in accordance with the following guidelines.

(1) The Plan II Fifth-Year Program shall be planned individually with each applicant by the teacher education institution which shall be an institution approved for offering programs leading to the standard teaching certificates.

(2) The Plan II Fifth-Year Program shall consist of thirty-two (32) semester hours credit with an academic standing of no less than is required at the planning institution for the teacher education graduates and of the total program at least eighteen (18) semester hours must be earned at the planning institution; at least twelve (12) semester hours shall be graduate level course work; at least twelve (12) semester hours shall be professional education; and at least (12) semester hours shall be from the area of the teacher's specialization.

(3) Once the Plan II Fifth-Year Program has been planned with the individual, the planning institution may authorize in advance the completion of a maximum of six (6) semester hours of the program at a senior college.

(4) Course work earned by the applicant prior to planning the fifth-year program may be evaluated for acceptance by the planning institution.

(5) Credit earned by correspondence shall not apply toward the Plan II Fifth-Year Program.

Section 4.

(1) The Plan III Fifth-Year Program shall include at least thirty-two (32) semester hours credit except that continuing education units and/or professional staff development units may be substituted under an equivalent formula for up to twelve (12) semester hours of the total program. Among the college credits there shall be included at least twelve (12) semester hours in professional education and six (6) semester hours from the area of the teacher's specialization. Furthermore, at least eighteen (18) semester hours credit must be earned at the planning institution and twelve (12) semester hours of the total program must be for graduate level credit.

(2) The Plan III Fifth-Year Program shall be planned by the teacher education institution individually with each applicant in terms of the position held by the applicant or in terms of a position anticipated by the applicant. Standard college credits earned by the applicant prior to planning the program shall be evaluated for possible acceptance by the planning institution; however, all preparation recorded as continuing education units or as professional staff development units must be included as a component of the applicant's planned program as approved in advance for acceptance as a part of the Plan III Fifth-Year Program. The grade point standing for the college credit portion of the Plan III Fifth-Year Program shall be no less than that required at the planning institution for teacher education graduates. Once the Plan III Fifth-Year Program has been planned with the individual, the planning institution may authorize in advance the completion of a maximum of six (6) semester hours of the program at a senior college. Credit earned by correspondence shall not apply toward the Plan III Fifth-Year Program.

(3) The continuing education unit as used in the Plan III Fifth-Year Program shall be the continuing education unit now in use by accredited colleges and universities and defined as ten (10) contact clock hours of participation in an organized professional experience under responsible sponsorship, capable direction, and qualified instruction. For purposes of the Plan III Fifth-Year Program the studies and experiences for continuing education units shall be planned in advance to insure relevance to the total program being planned with the applicant. For purposes of the Plan III Fifth-Year Program two (2) continuing education units shall be applied on the same basis as one (1) semester hour of college credit.

(4) The professional staff development unit as used in the Plan III Fifth-Year Program shall be awarded for participation in short term workshops organized by the local school district or by the State Department of

Education and shall require a minimum of ten (10) contact clock hours of participation for each unit. For purposes of the Plan III Fifth-Year Program two (2) professional staff development units shall be applied on the same basis as one (1) semester hour of college credit. For this purpose the local district professional staff development committee as appointed under 704 KAR 3:280 shall approve in advance the local district workshops that are to be offered for professional staff development units on the basis of the following criteria:

(a) There is an assessment of educational need based upon input from the persons who are to be participants in the workshop activity.

(b) There is a statement of objectives relating to the assessment.

(c) The workshop activities and the study materials are appropriate to the attainment of the objectives. Participants have input into the design of the workshop.

(d) The instructor(s) has appropriate expertise for the nature of the workshop.

(e) Appropriate records will be prepared using forms authorized by the State Department of Education; each participant will be given an individual record of PSDU's granted.

(5) The Superintendent of Public Instruction shall monitor and evaluate the effectiveness of the Plan III Fifth-Year Program and report annually by September 1 his evaluation of program effectiveness to the State Board of Education. For this purpose local school districts and teacher education institutions shall provide pertinent information in such form as he may require.

D. RANK I CLASSIFICATION UNDER THE FOUNDATION LAW
704 KAR 20:015

Section 1.

(1) The preparation program for a Rank I classification shall be planned as outlined in 704 KAR 20:010 and shall require the completion of either:

(a) Thirty (30) semester hours approved graduate level credit in addition to the requirements for a Rank II classification, or

(b) Sixty (60) semester hours approved graduate level credit including a master's degree.

(2) The appropriate official designated by the teacher education institution shall certify to the State Department of Education when the curriculum requirements have been completed for a Rank I program at the institution.

(3) Of the thirty (30) semester hour program, at least fifteen (15) semester hours shall be taken at the college making the recommendation. The remaining fifteen (15) semester hours credit may be taken at the same institution or, upon approval of the college adviser, at other institutions.

E. RANKING OF VOCATIONAL TRADE INSTRUCTORS
704 KAR 20:025

Section 1.
For a Rank III classification under the Foundation Law a vocational industrial education instructor shall hold a regular Certificate for Vocational Education--Industrial Education to teach a specific trade based on high school graduation or equivalent plus four (4) years trade experience as a recognized journeyman beyond the learners level in the trade to be taught. In the absence of a high school diploma, equivalency of high school graduation shall be determined by submitting evidence of an acceptable score on a GED Test administered by an approved testing center.

Section 2.

(1) Effective until September 15, 1981, for a Rank II classification a vocational industrial education instructor shall have completed thirty-two (32) semester hours of approved courses and shall hold either the Certificate for Trade and Industrial Education or the Certificate for Vocational Education--Industrial Education, Ten-Year Certificate.

(2) Effective from September 15, 1981, for a Rank II classification under the Foundation Law, a vocational industrial education instructor shall have at least sixty-four (64) semester hours of approved college credit, at least two (2) years of approved vocational industrial education teaching experience, and shall hold one (1) of the following: (a) Certificate for Vocational Education--Industrial Education, Ten-Year Certificate; (b) Certificate for Vocational Education--Industrial Education, Five-Year Certificate; (c) Any certificate valid for high school Industrial Education--Preparation Level; or (d) Certificate for Trades and Industrial Education.

Section 3.

(1) Effective from September 15, 1981, for a Rank I classification under the Foundation Law, a vocational industrial education instructor shall have at least a bachelor's degree, at least four (4) years of approved vocational industrial education teaching experience, and shall hold one (1) of the following: (a) Certificate for Vocational Education--Industrial Education, Ten-Year Certificate; (b) Certificate for Vocational Education--Industrial Education, Five-Year Certificate; (c) Any certificate valid for high school Industrial Education--Preparation Level; or (d) Certificate for Trades and Industrial Education.

IV. PROCEDURES FOR THE EVALUATION AND APPROVAL OF TEACHER PREPARATION PROGRAMS AND TEACHER EDUCATION INSTITUTIONS

A. EVALUATION AND APPROVAL OF TEACHER PREPARATION CURRICULA
704 KAR 15:020

Section 1.

(1) Each college or university accredited by the State Board of Education for the preparation of professional school personnel shall submit each proposed teacher preparation curriculum on forms prepared by the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction shall evaluate each proposed curriculum in terms of the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, on page 20].

(3) The Superintendent of Public Instruction shall recommend each acceptable curriculum to the State Board of Education for approval. Upon approval by the State Board of Education the teacher preparation curriculum shall become the basis for the institutional recommendation to the State Department of Education for the issuance of the teacher certification corresponding to that curriculum.

B. ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS
704 KAR 15:010

Section 1.

(1) All institutions of higher education offering curricula for the preparation of school personnel shall be regularly evaluated by the Superintendent of Public Instruction or his representatives to determine whether such institutions are meeting the requirements of law, the regulations of the State Board of Education, and standards recommended by the Kentucky Council on Teacher Education and Certification and adopted by the State Board of Education.

(2) An institution of higher education which meets the prescribed standards for teacher preparation as determined through the evaluation process shall be recommended by the Superintendent of Public Instruction for approval by the State Board of Education as a state accredited teacher education institution.

(3) For the evaluation of teacher education institutions the Superintendent of Public Instruction shall use the standards of the National Council for the Accreditation of Teacher Education and of the Kentucky State Plan for the approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(4) The Division of Teacher Education and Certification of the State Department of Education shall be authorized to appoint an advisory committee or committees to assist in developing standards and criteria to be used in evaluating teacher education programs and to appoint committees to participate in the evaluation of teacher education programs.

(5) Teacher education institutions offering approved programs for certification at the graduate level shall be accredited for graduate study by the regional accrediting association as well as by the State Board of Education.

C. KENTUCKY STANDARDS FOR THE PREPARATION-CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL
704 KAR 20:005

Section 1.
Pursuant to the statutory authority placed upon the Superintendent of Public Instruction, the State Board of Education, the Kentucky Council on Teacher Education and Certification under KRS Chapter 161, there is hereby devised, created and incorporated by reference the Kentucky Standards for the Preparation-Certification of Professional School Personnel, which shall include the standards and procedures for the approval of college and university curricula for the preparation programs.

Section 2.
The Kentucky Standards for the Preparation-Certification of Professional School Personnel is amended by the selective revision of certain standards, the deletion of certain standards, and by the addition of other new standards, and the amended document is hereby incorporated by reference and identified as the Kentucky Standards for the Preparation-Certification of Professional School Personnel, revised November 1983. A copy of this document can be obtained from the Bureau of Instruction, Department of Education, Capital Plaza Tower, Frankfort, Kentucky.

Note: Several of the certification regulations still refer to the "Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel." This title refers to the document incorporated by reference in regulation 704 KAR 20:005 and which has been renamed the Kentucky Standards for the Preparation-Certification of Professional School Personnel.

The text of the Kentucky Standards mentioned above is printed in five parts. The first four parts are found in Chapter V and includes (a) the accreditation standards for undergraduate programs, (b) the accreditation standards for graduate programs, (c) standards for professional education, and (d) competency approach to teacher education. The fifth portion is printed in subsequent chapters along with the corresponding certification regulations. The text material from the Kentucky Standards may be identified by the prefix "TEC" preceding the numerical reference and usually under a sub-heading "Curriculum Standards."

D. PROFICIENCY EVALUATION
704 KAR 20:030

Section 1.

(1) A state accredited teacher education institution may evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency examination at a level comparable to the usual requirements in that curriculum area.

(2) A Certification Review Committee appointed by the Superintendent of Public Instruction shall be empowered to evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements or experience requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency examination at a level comparable to the usual requirements.

E. EXPERIMENTAL PROGRAMS OF TEACHER PREPARATION
704 KAR 15:030

Section 1.
Teacher education institutions are encouraged to conduct experimental programs and to conduct demonstration programs relating to teacher preparation; however, if the programs are different from the prescribed curricula a written proposal shall be submitted in advance to the Superintendent of Public Instruction for approval. Whenever a proposal contains significant variations from the usual prescribed curricula the institution shall present the proposal to the Kentucky Council on Teacher Education and Certification for approval.

F. CORRESPONDENCE CREDIT
704 KAR 20:040

For purposes of issuance or renewal of teacher certification credit earned by correspondence shall not be accepted for teaching of reading, children's literature, school art, school music, library science, human growth and development, and professional courses requiring observation and participation with pupils.

G. PROFESSIONAL LABORATORY EXPERIENCE IN LIEU OF STUDENT TEACHING
704 KAR 15:040

Section 1.
A teacher education institution is authorized to evaluate any prior experience of a teacher candidate in public or private schools and to make appropriate adjustments in the preparation program.

(1) For teacher candidates who have completed at least one (1) year of successful teaching experience, the institution may offer other desirable laboratory experiences in lieu of the student teaching requirement.

(2) For teacher candidates who have completed a minimum of four (4) years of successful teaching experience, and who present a recommendation from the local school administration, the institution may accept such experience in lieu of four (4) semester hours of the required student teaching.

Section 2.

A teacher education institution is authorized to evaluate an applicant's prior teaching experience at the kindergarten level as a basis for modifying the requirement for practicum in kindergarten education. A teacher whose certification for the elementary school level was issued with an effective date prior to September 1, 1971, and who has completed four (4) or more years of experience in a public school kindergarten or in a licensed kindergarten program may request and evaluation by the teacher education institution. Upon satisfactory evaluation the teacher education institution may accept the experience in lieu of the usual practicum in kindergarten education.

Section 3.

The teacher education institution is authorized to offer other desirable laboratory experiences in lieu of the practicum in kindergarten education for persons who have completed one (1) or more years of teaching experience in a public school kindergarten or in a licensed kindergarten program.

V. KENTUCKY STANDARDS FOR THE PREPARATION-CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

The "Kentucky Standards..." include the standards for evaluating both the undergraduate and the graduate programs of teacher preparation. The Kentucky standards incorporate the standards of the National Council for the Accreditation of Teacher Education. In addition, section C presents specific standards for professional education and section D relates the competency approach in teacher education. A fifth portion of the Kentucky Standards consists of the curriculum standards for the various Kentucky certificates. The Kentucky Standards for the Preparation-Certification of Professional School Personnel are distributed throughout this handbook along with the certification regulations to which they correspond.

When preparing a teacher preparation program for submission to the Division of Teacher Education and Certification for approval the appropriate provisions of the Kentucky standards should be observed. A format has been developed for convenience in preparing such programs and is available from the Division of Teacher Education and Certification.

A. STANDARDS FOR THE ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS--UNDERGRADUATE PROGRAMS
TEC 10.0

Section 1.
The standards outlined in chapter 10 shall be used for the evaluation of the undergraduate programs of teacher preparation for purposes of state accreditation of colleges and universities as teacher education institutions.

TEC 10.1
GOVERNANCE OF BASIC PROGRAMS

Section 1.
The design, approval, and continuous evaluation and development of teacher education programs are the primary responsibility of an officially designated unit. The membership of this unit is composed of faculty and/or staff who have professional and scholarly preparation; a majority of the membership of this unit are experienced in elementary or secondary schools, are significantly involved and well informed about the preparation of teachers and the problems of the schools, and have experience in, and commitment to, the task of educating teachers who will provide instruction in a multicultural society.

TEC 10.2
CURRICULA

Section 1. DESIGN OF CURRICULA

(1) Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.

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(2) Multicultural Education

The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.

Section 2. THE GENERAL STUDIES COMPONENT

There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consist of studies in the symbolics of information, natural and behavioral sciences, and humanities.

Section 3. THE PROFESSIONAL STUDIES COMPONENT

(1) CONTENT FOR THE TEACHING SPECIALTY

The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

(2) HUMANISTIC AND BEHAVIORAL STUDIES

The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.

(3) TEACHING AND LEARNING THEORY WITH LABORATORY AND CLINICAL EXPERIENCE

The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience

(4) PRACTICUM

The professional studies component of each curriculum for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in an elementary or secondary school. This practicum should be under the supervision of college personnel who are experienced in, and have continuing experience with, elementary or secondary teaching, and certificated, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.

Section 4. USE OF GUIDELINES DEVELOPED BY NATIONAL LEARNED SOCIETIES AND PROFESSIONAL ASSOCIATIONS

In planning and developing curricula for teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.

Section 5. STUDENT PARTICIPATION IN PROGRAM EVALUATION AND DEVELOPMENT.

The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its teacher education programs.

TEC 10.3
FACULTY

Section 1. COMPETENCE AND UTILIZATION OF FACULTY
An institution engaged in preparing teachers has full-time faculty members in teacher education whose preparation reflects rich and varied backgrounds appropriate to the programs offered. Each has post-master's degree preparation and/or demonstrated scholarly competence and appropriate specializations. Such specializations make possible competent instruction in the humanistic and behavorial studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. There are appropriate specializations to ensure competent supervision of laboratory, clinical, and practicum experiences. Institutional policy will reflect a commitment of multicultural education in the recruitment of full-time faculty members.

Section 2. FACULTY INVOLVEMENT WITH SCHOOLS
The institution designs and implements means whereby teacher education faculty have continuing association and involvement with elementary and secondary schools and school personnel, including some meaningful involvement with the public schools.

Section 3. CONDITIONS FOR FACULTY SERVICE
The institution enforces a policy which limits faculty teaching load and related responsibilities to make possible effective performance.

Section 4. CONDITIONS FOR FACULTY DEVELOPMENT
The institution provides conditions and services essential to continuous development and effective performance of the faculty.

Section 5. PART-TIME FACULTY
Part-time faculty meet the requirements for appointment to the full-time faculty and are employed when they can make significant contributions to the teacher education programs.

TEC 10.4
STUDENTS IN TEACHER PREPARATION PROGRAMS

Section 1. ADMISSION TO TEACHER EDUCATION PROGRAMS
The institution applies specific, published criteria for admission to teacher education programs.

Section 2. RETENTION OF STUDENTS IN TEACHER EDUCATION PROGRAMS
The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in basic programs. These criteria are reviewed and revised periodically, in the light of data on the teaching performance of graduates, to increase the probability that candidates will become successful teachers.

Section 3.. COUNSELING AND ADVISING FOR STUDENTS IN TEACHER EDUCATION PROGRAMS
The institution provides a definitive counseling and advising service for students in teacher education. The service provides for their advisement--from an orientation to teaching through placement in the profession.

TEC 10.5
RESOURCES AND FACILITIES FOR TEACHER PREPARATION

Section 1. LIBRARY
The library quantitatively and qualitatively supports the instruction, research, and services pertinent to the needs of each teacher education program.

Section 2. MATERIALS AND INSTRUCTIONAL MEDIA CENTER
A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and supports the teacher education program.

Section 3. PHYSICAL FACILITIES AND OTHER RESOURCES
The institution provides physical facilities and other resources essential to the instructional and research activities of each basic program.

TEC 10.6
EVALUATION, PROGRAM REVIEW, AND PLANNING

Section 1. EVALUATION OF GRADUATES
The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter the teaching profession. This evaluation includes evidence of their performance in relation to program objectives.

Section 2. EVALUATION OF RESULTS TO IMPROVE TEACHER PREPARATION
The institution regularly evaluates its teacher education programs and uses the results of its evaluation in the modification and improvement of those programs.

Section 3. LONG-RANGE PLANNING
The institution has plans for the long-range development of teacher education; these plans are part of a design for total institutional devolopment.

B. STANDARDS FOR THE ACCREDITATION OF TEACHER EDUCATION EDUCATION INSTITUTIONS--GRADUATE PROGRAMS
TEC 11.0

Section 1.
The standards outlined in chapter 11 shall be used for the evaluation of the graduate teacher preparation for purposes of state accreditation of colleges and universities as teacher education institutions.

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TEC 11.1
GOVERNANCE OF GRADUATE PROGRAMS

Section 1.
The primary responsibility for initiation, development, and implementation of advanced programs lies with the education faculty.

TEC 11.2
CURRICULA FOR GRADUATE PROGRAMS

Section 1. DESIGN OF CURRICULA
(1) Curricula for advanced programs are based on specified objectives that reflect the institution's conception of the professional roles for which the preparation programs are designed. There is a direct and obvious relationship between these objectives and the components of the respective curricula.

(2) Multicultural Education

The institution gives evidence of planning to provide for multicultural education in its advanced curricula--in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, with direct and simulated experiences in professional practice, as defined in Section 2.

Section 2. CONTENT OF CURRICULA
The curriculum of each advanced program includes:

(1) Content for the specialty;

(2) Humanistic and behavioral studies;

(3) Theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

Section 3. RESEARCH IN GRADUATE CURRICULA
Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes study in the designing and conducting of research.

Section 4. USE OF GUIDELINES DEVELOPED BY NATIONAL LEARNED SOCIETIES AND PROFESSIONAL ASSOCIATIONS
In planning and developing curricula for its advanced programs, the institution studies the recommendations of professional associations and national learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each advanced program in teacher education.

Section 5. STUDENT PARTICIPATION IN PROGRAM EVALUATION AND DEVELOPMENT.
The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its advanced programs.

Section 6. INDIVIDUALIZATION OF PROGRAMS OF STUDY
Each advanced curriculum provides for the individualization of students' programs of study.

Section 7. QUALITY CONTROLS

(1) GRADUATE CREDIT

Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.

(2) GRADUATE LEVEL COURSES

At least one-half of the requirements of curricula leading to a master's degree and to a sixth-year certificate or degree are met by courses, seminars, and other learning experiences offered only to graduate students; at least two-thirds of the requirements of curricula leading to the doctorate are met by courses, seminars, and other learning experiences offered only to graduate students.

(3) RESIDENCE STUDY

A full-time continuous residency or an alternate planned experience is required for candidates pursuing the specialist and doctoral degrees. An institution providing alternate experiences to full-time residence study defines the requirement and demonstrates how its overall graduate programs provide those planned learning experiences commonly associated with residency requirements for the specialist and doctoral degrees.

TEC 11.3

FACULTY FOR GRADUATE PROGRAMS

Section 1. PREPARATION OF FACULTY
Faculty members teaching at the master's level in advanced programs hold the doctorate with advanced study in each field of specialization in which they are teaching, or have demonstrated competence in such fields; those teaching at the sixth-year and doctoral level hold the doctorate with study in each field of specialization in which they are teaching and conducting research. Faculty members who conduct the advanced programs at all degree levels are engaged in scholarly activity that supports their fields of specialization and have experience which relates directly to their respective fields.

Section 2. COMPOSITION OF FACULTY FOR DOCTORAL DEGREE PROGRAMS
The faculty for each advanced program leading to the doctorate includes at least one full-time person who holds the doctorate with specialization in the field in which the degree is offered, and at least three persons who hold the doctorate in fields which directly support each degree program.

Section 3. CONDITIONS FOR FACULTY SERVICE
The institution enforces a policy which limits faculty teaching load and related assignments to make possible effective performance and time for scholarly development and community service.

Section 4. CONDITIONS FOR FACULTY DEVELOPMENT
The institution provides conditions and services essential to the effective performance by the faculty in the advanced programs.

Section 5. PART-TIME FACULTY
Part-time faculty meet the requirements for appointment to the full-time faculty and are employed on a proportionate basis when they can make significant contributions to advanced programs.

TEC 11.4
STUDENTS IN GRADUATE PROGRAMS

Section 1. ADMISSION TO GRADUATE PROGRAMS
The institution applies published specific criteria for admission to each advanced program at each level.

Section 2. RETENTION OF STUDENTS IN GRADUATE PROGRAMS
The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in advanced programs. These criteria are reviewed and revised periodically in the light of data on the performance of graduates, to increase the probability that candidates will be successful in the professional roles for which they are being prepared.

Section 3. PLANNING AND SUPERVISION OF STUDENTS' PROGRAMS IN STUDY
The program of study for each student in the advanced programs is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the faculty with specialization in the area of the thesis, dissertation, or field study.

TEC 11.5
RESOURCES AND FACILITIES FOR GRADUATE PROGRAMS

Section 1. LIBRARY
The library provides resources that quantitatively and qualitatively support instruction, independent study, and research required for each advanced program.

Section 2. MATERIALS AND INSTRUCTIONAL MEDIA CENTER
A materials and instructional media center is maintained either as a part of the library. or as one or more separate units, and supports the advanced programs.

Section 3. PHYSICAL FACILITIES AND OTHER RESOURCES
The institution privides physical facilities and other resources essential to the instructional and research activities of each advanced program.

TEC 11.6
EVALUATION, PROGRAM REVIEW, AND PLANNING

Section 1. EVALUATION OF GRADUATES
The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of

their programs of study and after they enter their professional roles. This evaluation includes evidence of their performance in relation to program objectives.

Section 2. EVALUATION RESULTS TO IMPROVE ADVANCED PROGRAMS

The institution regularly evaluates its graduate programs for teachers and school service personnel and uses the results of its evaluation in the modification and improvement of those advanced programs.

Section 3. LONG-RANGE PLANNING

The institution has plans for the long-range development of its advanced programs; these plans are part of a design for total institutional development.

C. STANDARDS FOR PROFESSIONAL EDUCATION
TEC 12.0

TEC 12.1
PROFESSIONAL LABORATORY EXPERIENCES

Section 1.

Throughout the undergraduate preparation programs the teacher education student shall be involved in professional laboratory experiences which shall be continuous and correlated with both the academic and the professional education course work. A professional semester shall be included which shall be designed to put into practice the knowledge and skills derived from previous preparation and laboratory experiences in a manner that will provide a realistic introduction to the role of the classroom teacher.

TEC 12.2
SELECTION AND ADMISSION TO TEACHER EDUCATION PROGRAMS

Section 1. PLAN FOR SELECTION, ADMISSION, AND RETENTION FOR STUDENTS ENTERING TEACHER EDUCATION INSTITUTIONS PRIOR TO FALL, 1981

As applicable to students who entered such an institution prior to the fall of 1981, each teacher education institution shall develop a plan of selection, admission, and retention of teacher candidates for the teacher education program which shall include standards in areas described below. Admission to the teacher education program shall be managed by means of a formal application procedure for each teacher candidate.

(1) Grade-point standing of no less than 2.0, on a 4.0 scale, for all work taken at the institution.

(2) Academic mastery in the teacher candidate's major field of academic study.

(3) Written and oral communication including public speaking.

(4) The physical and mental factors associated with teaching effectiveness.

(5) General factors relating to teaching effectiveness including reading proficiency, personality factors, and general aptitude for teaching.

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(6) Record of pre-professional curricula experiences including prerequisite course work but, also, such areas as home-school visitations, school observations, and relevant experiences working with pupils in a classroom environment.

(7) Moral, social, and ethical behavior commensurate with the acceptable standards in the school community as well as in the community at large.

Section 2. PLAN FOR SELECTION, ADMISSION, AND RETENTION FOR STUDENTS ENTERING TEACHER EDUCATION INSTITUTIONS IN FALL, 1981, AND THEREAFTER

(1) As applicable to students entering such an institution in fall, 1981, and thereafter, each teacher education institution shall develop a plan of selection, admission, and retention of teacher candidates for the teacher education program which shall be managed by means of a formal application procedure governed by a formal admissions program and supplemented by an advising system.

(2) An adviser shall be assigned to each teacher candidate. This adviser shall be a member of the teacher education branch of the teaching profession, shall have had experience as a classroom teacher at the elementary or secondary school level, and whose expertise relates to the level which the teacher candidate wishes to study.

(3) An admissions committee shall include a classroom teacher, a school administrator, a teacher educator, and a representative from the relevant academic area. The admissions committee(s) shall be responsible for administering the processes of admission, selection, and retention to the teacher education program in accordance with the policies and procedures established by the institution.

Section 3. ADMISSIONS COMMITTEE

Formal admission to the teacher education program governed under Section 1 hereof shall be the responsibility of an admissions committee designated by the teacher education institution. The admissions committee shall also have the responsibility for periodic reappraisal of teacher candidates as they progress through the program.

Section 4. PROCEDURES FOR SELECTION, ADMISSION, AND RETENTION FOR STUDENTS ENTERING TEACHER EDUCATION INSTITUTIONS IN FALL, 1981, AND THEREAFTER

(1) Upon expression of an intent to enter a teacher education program the teacher candidate affected herewith shall be assigned an adviser who shall provide a realistic understanding of such information as the employment conditions and demands of the teaching field the candidate wishes to enter, the wide range of skills essential to the teaching field, the amount and nature of required class work, the necessity for becoming involved in clinical experiences in working with children and youth, and the increasing complexity of the teaching profession today.

(2) Upon expression of an intent to enter a teacher education program the teacher candidate affected herewith shall be administered tests to measure skills in basic literacy--oral and written communication, reading, writing, and computational skills. The teacher education institution shall

determine the levels of competency necessary for admission to the teacher education program, but in no case shall teacher candidates be admitted who do not possess reading, writing, and computational skills at the level of the average high school senior. The adviser shall inform the teacher candidate of the level of expectation in each competency area so that it is clearly understood that entry into a teacher education program is dependent upon the demonstration of competencies at the stated level. The teacher education institutions shall record the ACT score for each applicant and report to the Department of Education annually the range, mean and standard deviation of such scores. The score of each candidate denied admission shall be reported.

(3) Immediately upon seeking entry into a teacher education program, the teacher candidate affected herewith shall be enrolled in an introductory education course, as designed by the institution, which must be completed satisfactorily. During this introductory course, as a related laboratory experience, the teacher candidate shall spend a minimum of five hour's time in the public schools observing and analyzing the role of the teacher. During this time the student shall prepare written reports of interviews with a minimum of two classroom teachers, one school administrator, and one lay person about their view of teaching as a profession.

(4) Each teacher candidate affected herewith shall make formal application to the admissions committee for admission to a teacher education program. At the point of application and as a prerequisite for consideration by an admissions committee, the teacher candidate shall have a grade-point standing of no less than 2.0 on a 4.0 scale.

(5) An admissions committee shall make provision for an individual interview of each teacher candidate affected herewith so that the results will be available at the time the application is considered. The admissions committee shall render a professional judgment as to whether the teacher candidate may be (1) unconditionally admitted to a teacher education program, (2) conditionally admitted, or (3) admission denied. In arriving at its decision the admissions committee shall give consideration to such information as the following:

(a) Total academic record--performance in education, major, minor, and support area courses as well as overall academic record.

(b) Skills in written and oral communication, reading, writing, and computation.

(c) Record of pre-professional curricula experiences including prerequisite course work but, also, such areas as home-school visitations, school observations, and relevant experiences working with pupils in a classroom environment.

(d) Commitment to the profession based on a realistic understanding of employment conditions and demands.

(e) Proficiency in human relation skills and in skills essential to the teaching field.

(f) Recommendations of at least three persons familiar with the applicant's qualifications.

(g) Other criteria indicating potential for becoming a successful professional educator.

(h) Factors related to providing adequate education for all children and youth in Kentucky.

Section 5. REPORTING BY THE TEACHER EDUCATION INSTITUTION
Each teacher education institution shall submit an annual report for the academic years 1982-83 and 1983-84, and thereafter a biennial report, to the State Department of Education describing its plan for admission to teacher education programs and for the assessment of the teacher candidates. The report shall name the standardized testing for assessment instruments that are used, the cut-off scores that are observed, and the distribution of scores made by the applicants. When locally developed testing or assessment instruments are used, the institution shall report the technical data on the validity and reliability of the tests along with the cut-off scores and the distribution of scores made by the applicants. After submission of such reports, appropriate determinations of compliance by the various teacher education institutions shall be made.

TEC 12.3
ADMISSION, PLACEMENT, AND SUPERVISION OF STUDENTS IN LABORATORY EXPERIENCES

Section 1. ADMISSION TO STUDENT TEACHING
Each teacher education institution shall determine minimum standards for admission to student teaching which shall include the procedures and processes stated below. Admission to student teaching shall be managed by means of a formal application procedure for each teacher candidate.

(1) Senior standing shall be a prerequisite for admission to student teaching.

(2) A valid and current medical examination which includes a tuberculosis test shall be placed on file with the admissions committee.

(3) The candidate for admission to student teaching shall have been admitted to the teacher education program and shall be in good standing.

(4) The teacher candidate shall have completed institution prerequisites with respect to time in residence and completion of pre-student teaching laboratory experiences.

(5) The teacher candidate shall have achieved the following academic requirements:

(a) An overall academic standing of at least 2.25. Effective for students admitted to institutions of higher education in the fall of 1981, and thereafter, the academic standing shall be 2.50.

(b) An academic standing of 2.25 in the academic specialties--areas of concentration, teaching majors, and teaching minors--and approval by the major department. Effective for students admitted to institutions of higher education in the fall of 1981, and thereafter, the academic standing shall be 2.50.

(c) Completion of three-fourths of all required professional education courses with an academic standing of at least 2.25. Effective for students admitted to institutions of higher education in the fall of 1981, and thereafter, the academic standing shall be 2.50.

(d) Completion of at least 75 percent of the course work for the teaching major or area of concentration if student teaching is to be done in this specialization; or completion of all the course work for the teaching minor if student teaching is to be done in the minor subject.

(6) The teacher candidate shall be a person whose moral, social, and ethical behavior is acceptable in the school community as well as in the community at large.

Section 2. SELECTION OF COOPERATING SCHOOLS
The teacher education institution shall provide for laboratory experiences in schools that have been selected in terms of the availability of instructional and teaching resources appropriate to the experiences desired.

Section 3. STUDENT TEACHERS IN COOPERATING SCHOOLS
The teacher education institution shall assign student teachers to cooperating schools on the basis of a mutually agreed arrangement between the college officials, the designated school officials, and the supervising teacher.

Section 4. TEACHER-STUDENT RATIO
The ratio of students to supervising teachers shall be one to one unless some very unusual but suitable circumstances exist. In any event said ratio shall not exceed two student teachers per supervising teacher.

Section 5. COLLEGE COORDINATOR
(1) The college coordinator shall hold seminars with student teachers in group situations. He shall make periodic observations of the student teachers in the classroom and shall prepare a written report on each observation and share it with the student teacher. The observation report shall be filed as a part of the student record and also used as a validation of the supervisory function. Student teachers shall receive periodic and regular on-site observation and a critique of the actual teaching situation a minimum of four times excluding seminars and workshops.

The college coordinator shall also be available to work with the student teacher and personnel in the cooperating school on any problem that may arise relating to the student teaching situation.

(2) Coordination shall be provided by a teacher education institution or public school person who has demonstrated competence in supervisory skills and who has a basic knowledge of methods and techniques for the subject areas and grade levels in which the student is teaching.

Section 6. PROFESSIONAL SEMESTER

The teacher education institution shall provide an opportunity for the student to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the institution of higher education and/or the cooperating elementary or secondary school. Each teacher education institution shall provide a full professional semester, quarter, or trimester to include the following:

(1) A period of student teaching of at least eight weeks (full day) within the grade levels corresponding to the certification program--elementary, middle grade, or high school. For each special endorsement such as for kindergarten, school media librarian, etc., there shall be an additional period of supervised student teaching of not less than six (6) weeks (full day) in the respective endorsement area. An alternate program may be developed for teachers who have completed at least one year of full-time teaching.

(2) Orientation activities designed to enable the student teacher to adapt to the role of classroom teacher.

(3) Instruction in methods, techniques, and procedures pertinent to the anticipated student teaching assignment.

(4) Other related field-based experiences including, but not limited to:

  (a) Observation of other teachers and in other subject areas.

  (b) Playground and leisure time supervision.

  (c) Involvement in student extra-curricula activities.

  (d) Attendance at P.T.A. or P.T.O. meetings.

  (e) In-service activities.

  (f) Professional organization meetings.

  (g) Staff meetings.

  (h) Conferences with students, parents, teachers, and administrators.

  (i) Pupil transportation (i.e., supervision of bus loading) where available.

  (j) Use of community resources.

  (k) Production of instructional materials and bulletin boards.

  (l) Record keeping requirements.

  (m) Tutorial activities.

  (n) Familiarization with counseling services, social services, child welfare services.

(o) Teacher evaluation procedures.

(p) Familiarization with program of studies, curriculum guides, administrative regulations and board policies.

Section 7. ORGANIZATIONAL PLANS FOR STUDENT TEACHING
The teacher education institution has the final responsibility for the quality of the student teaching experience for each teacher candidate. A variety of organizational plans may be employed. Following is a brief description of some arrangements that the teacher education institution might use in providing quality student teaching experiences. Most teacher education institutions will need to employ a combination of these and augment them with other creative ideas in order to provide the best possible experience for students in their respective institutions.

(1) The Consortium Plan

Two or more teacher education institutions may enter into a contractual agreement with a local school system to provide laboratory experiences for students from their institutions. The responsibilities of each teacher education institution and the local school district should be clearly defined and structure should be established for the governance, monitoring, and evaluation of the services of the consortium. The services required during the professional semester, trimester, or quarter could be furnished by one or more of the teacher education institutions and the local school district. It is imperative that the institutions involved agree on common elements of the student teaching program so that coordinators may work successfully with students from different training institutions at the same time.

(2) The Center Plan

This arrangement would provide for a collaborative effort between one teacher education institution and one school or school system. The teacher education institution and the local school district should develop a shared governance structure and the responsibilities of both organizations should be clearly defined. This arrangement could be particularly beneficial in large schools or in large but fairly compact school systems in that a large number of student teachers could be assigned in a small geographic area thus allowing for the efficient and effective coordination of student teachers by a minimal number of coordinators. Such an environment could provide a personal and effective situation by making the coordinator always available to the student teacher. If desired, all the services required during the professional semester, trimester, or quarter could be offered in the center.

(3) The Local Agency Plan

In this arrangement the teacher education institution would contract with a local school or school district to provide most or all of the services required during the professional semester, trimester, or quarter. These could include pre-student teaching laboratory experiences, orientation for student teaching, methods and techniques classes, student teaching and supervision of student teaching. This approach would only work in those districts having exceptionally well trained personnel who could be depended upon to provide quality instruction and supervision for the program. Provisions must be made by the teacher education institution to provide continuous monitoring and evaluation of the local agency's services.

(4) The Traditional Plan

This arrangement has been the general practice in Kentucky since 1954. The teacher education institution contracts with the local school or school district for the placement of student teachers. The teacher education institution is responsible for orientation, methods, and techniques classes and the supervision of the student teaching experiences while the local school district provides the environment and the classroom teacher with whom the student teacher works.

TEC 12.4
SELECTION AND PREPARATION OF SUPERVISING TEACHERS

Section 1. RECRUITMENT AND TRAINING

Teacher education institutions shall make the effort to secure the services of supervising teachers who have completed the master's degree and who have completed a course in the supervision of student teaching. The teacher education institution shall provide appropriate orientation or preparation for the supervising teacher as a prerequisite to assigning student teachers and shall implement a program designed to enhance the effectiveness of the supervising teacher.

Section 2. TEACHING EXPERIENCE AND CERTIFICATION

1. The supervising teacher shall hold a valid provisional or standard certificate for the grade(s) or subject(s) taught and have at least two years of teaching experience, and have taught in the present school system at least one year prior to being assigned a student teacher. Persons assigned to a teaching position on the basis of a recruitment type certification provision, such as 704 KAR 20:235, Section 1. (4) and 704 KAR 20:235, Section 1. (5) (b), shall not be eligible for serving as supervising teachers.

2. Teachers supervising student teachers admitted to teacher education institutions in the fall of 1981, and thereafter, shall have at least five years of teaching experience, in addition to the other requirements of subsection (1).

D. COMPETENCY APPROACH IN TEACHER EDUCATION
TEC 13.0

SPECIAL NOTE: The statement in Section 1. below relating to a competency approach in teacher preparation has been in effect since 1954 and, consequently, is nothing new to Kentucky teacher educators. Section 2. was adopted by the State Board of Education in June, 1977, to establish the level of expectation desired for the implementation of Section 1.

Section 1.
For each professional position in which the institution engages in offering a preparation program the institution provides for identifying, developing, and evaluating the competencies that are considered desirable for the particular professional position.

Section 2.
In establishing the competencies for classroom teaching positions the teacher education institution shall include both personal and professional competencies similar to those in the following illustrations.

(1) Self-actualizing development--the teacher candidate shall understand the necessity for being a self-actualizing person as evidenced by his demonstrated ability:

  (a) To recognize and accept an accurate perception of self, and endeavor to make any adjustments necessary to become a positive and effective teacher.

  (b) To acknowledge and accept his social, psychological, and physical needs and to seek wholesome and acceptable means for satisfying these needs.

  (c) To perceive, accept, and deal appropriately with his emotions, feelings, and intuitions.

  (d) To develop and enlarge his capacities for human understanding, empathy, and compassion for others.

  (e) To identify and achieve his aspirations and goals.

  (f) To understand the process of becoming and to understand the concept of continuing professional development.

(2) Positive self-concept--the teacher candidate shall understand the necessity for having a positive self-concept as evidenced by his demonstrated ability:

  (a) To deal openly and honestly with the feelings of himself and others.

  (b) To maintain a positive view of self.

(3) Functional value system--the teacher candidate shall understand the necessity for having a functional value system as evidenced by his demonstrated ability:

(a) To state a clearly defined value system for himself.

(b) To identify and accept incompatabilities between his own values and those of students, society, and specific social groups.

(4) Facilitative personality--the teacher candidate shall understand the necessity for having a facilitative personality as evidenced by his demonstrated ability:

(a) To be an empathic teacher.

(b) To help others feel secure enough to express themselves openly and honestly.

(5) Physical adequacy--the teacher candidate shall understand the necessity for maintaining good physical condition as evidenced by his demonstrated ability:

(a) To meet the physical demands of teaching.

(b) To identify and enhance attractive physical characteristics in self.

(c) To identify and diminish physical characteristics or mannerisms that are distracting to learners.

(6) Verbal skills--the teacher candidate shall understand the impact that verbal behavior has on the teaching-learning process as evidenced by his demonstrated ability:

(a) To handle classroom discourse so that problems are posed; higher order questions are asked; student responses are elicited, reinforced, and clarified; and alternatives are suggested.

(b) To utilize verbal behavior in the classroom which is generally empathic, positively reinforcing, acceptant, and supportive of the learner.

(c) To promote creative and critical thinking.

(7) Non-verbal skills--the teacher candidate shall understand the impact that non-verbal behavior has on the teaching-learning process as evidenced by his demonstrated ability:

(a) To utilize non-verbal communication in appropriate instances in lieu of verbal communication to convey the same message.

(b) To utilize forms of non-verbal behavior that are supportive of the learner.

(c) To utilize non-verbal communication in the reinforcement and acceptance of student response.

(d) To assess the influence of non-verbal behavior in the learning environment.

(8) Governing agencies--the teacher candidate shall understand the nature and purposes of governing agencies related to education as evidenced by his demonstrated knowledge:

(a) Of agencies and agents which influence educational policy at the local, state, and national levels.

(b) Of school law as applied to teaching sufficient to function comfortably and effectively within the legal structure.

(c) Of expenditures and financial support for education at the local, state, and national levels.

(d) Of legal relationships which are involved in education.

(e) Of the impact of federal, state, and private involvement in educational programs.

(9) Professional organizations--the teacher candidate shall understand the nature and purposes of professional organizations related to education as evidenced by his demonstrated knowledge:

(a) Of the organization, purposes, and modes of operation of national, state, and local professional organizations.

(b) Of national professional organizations related to his particular field of teaching.

(c) Of professional publications related to his field of teaching specialty.

(10) Ethical behavior--the teacher candidate shall understand the importance of personal and professional ethical behavior as evidenced:

(a) By demonstrated personal and professional characteristics which are in keeping with the moral and ethical standards that are inherent in the teaching profession.

(b) By demonstrated personal and professional characteristics which reflect a commitment to a professional code of conduct.

(11) School organization--the teacher candidate shall understand that schools are organized to meet the needs of a changing society as evidenced by a demonstrated knowledge:

(a) Of philosophical and historical implications in the development of educational programs.

(b) Of the school as a social institution with present and future relationships to other institutions.

(c) Of administrative, instructional, and service units and the inter-relatedness of these units in school systems.

(d) Of the school as an instrument of society designed to preserve human freedom and liberty through universal education.

(12) School-community relationships--the teacher candidate shall understand the inter-relationships between school and community as evidenced by his demonstrated ability:

(a) To interpret new teaching techniques, procedures, and evaluation programs to the community.

(b) To be sensitive to community mores.

(c) To communicate freely and non-defensively with parents.

(d) To respect, solicit, and value parental concerns and contributions to the learning process.

(13) Organizing for instruction--the teacher candidate shall be able to organize the learning environment for effective instruction as evidenced by his demonstrated ability:

(a) To establish a positive learning environment.

(b) To utilize instructional materials effectively.

(c) To develop a pupil-centered instructional program in a threat-free atmosphere.

(d) To plan learning experiences appropriate to individual needs of pupils.

(e) To obtain, analyze, and organize information according to established standards of scholarship.

(f) To apply principles of basic learning theories in the teaching process.

(14) Implementing instruction--the teacher candidate shall be able to execute planned learning activities in a systematic way as evidenced by the demonstrated ability:

(a) To write instructional objectives.

(b) To develop varied teaching strategies to fulfill the instructional objectives.

(c) To select and utilize techniques of self-evaluation and instructional evaluation.

(d) To select and utilize appropriate multi-sensory media that will enhance the learning process.

(15) Teacher-student relationships--the teacher candidate shall understand that an open and honest relationship between teacher and pupil is essential to effective teaching as evidenced by the demonstrated ability:

(a) To use praise and constructive criticism effectively.

(b) To accept the feelings of pupils while holding them responsible in the cognitive domain.

(c) To develop classroom rules and procedures which provide opportunities for independent choices and activities by pupils.

(d) To work cooperatively with each pupil to develop individual study plans.

(e) To provide an atmosphere that will help pupils perceive and deal with each other as human beings of intrinsic worth.

(16) Pupil growth assessment--the teacher candidate shall understand the importance of the administration, interpretation, and evaluation of various methods of pupil growth assessment as evidence by the demonstrated ability:

(a) To prepare reports that communicate information regarding individual pupil progress.

(b) To administer and interpret assessment techniques such as standardized tests and teacher-made tests.

(c) To discern the relationship between testing, measurement, and evaluation.

(d) To utilize a wide variety of evaluative techniques.

E. CURRICULUM STANDARDS FOR SPECIFIC PREPARATION PROGRAMS

This portion of the "Kentucky Standards..." has been merged with the regulations corresponding to the particular certificate or preparation program involved. In the remainder of this publication the particular sections relating to the Kentucky Standards will be numbered with a "TEC" prefix. Please refer to the contents or index to locate specific items.

VI. GENERAL EDUCATION COMPONENT OF TEACHER PREPARATION-CURRICULUM STANDARDS TEC 15.0

Section 1.
The general education component of teacher preparation for persons who enroll during the 1977-78 school term and thereafter shall consist of a minimum of 45 semester hours' credit designed by the teacher education institution for the primary objective of helping the individual function intelligently as a human being. To this end the general education component of the preparation shall include the following objectives with a minimum of 9 semester hours' credit for item (1), a minimum of 9 semester hours' credit for item (2), a minimum of 18 semester hours' credit for item (3), and the remaining 9 semester hours may be distributed in any manner among items (1), (2), and (3).

(1) Achieving personal fulfillment through

  (a) Attaining optimum physical and mental health. The curriculum should be so structured that the student is called upon to demonstrate:

    1. An understanding of the major health-related problems in modern society;

    2. An understanding of individual developmental patterns and health needs; and

    3. A reasonable level of skill in one or more activities requiring physical coordination.

  (b) Clarifying moral and aesthetic values. The curriculum should be so structured that the student is called upon to demonstrate:

    1. An awareness of the nature of moral and aesthetic questions in general and of the rationales underlying differing judgments made by others; and

    2. The ability to define and explain his own moral and aesthetic judgments.

  (c) Developing creative expression. The curriculum should be so structured that the student is called upon to demonstrate a reasonable level of creative or performance capability in a medium or activity of his own interest.

(2) Developing understanding and skills in symbolics of information. The curriculum should be so structured that the student is called upon to demonstrate:

  (a) The ability to speak, read, and write English fluently, accurately, and critically; and

  (b) Additional understanding and/or performance capability in at least one area of symbolics of information, such as mathematics, computer science, logic, linguistics, communications (verbal and non-verbal), or a foreign language.

(3) Understanding the natural and social environments. The curriculum should be so structured that the student is called upon to demonstrate:

(a) A basic understanding of how data, hypotheses, and laws are related within the framework of scientific method;

(b) An appreciation of the interrelatedness and complexity of the natural world, and of human dependence on the living and non-living environment;

(c) A general understanding of the social forces which shape present and future societies; and

(d) An understanding of the social system of the United States and of social systems which differ from our own.

Section 2.

(1) A Kentucky teacher education institution may accept a 45-semester-hour component of general education for a graduate from another regionally accredited institution as fulfilling the general education requirements for teacher certification.

(2) Within the categories of the general education component of teacher preparation an institution may authorize a variation of twenty-five percent as an adjustment for transfer credits and differences between current and previous course offerings.

(3) With the approval of the Kentucky Council on Teacher Education and Certification, an institution engaged in the preparation of teachers may offer an alternate plan of general education.

VII. KINDERGARTEN SCHOOL TEACHER PREPARATION-CERTIFICATION
704 KAR 20:135

Section 1.
An endorsement for teaching kindergarten shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for classroom teaching at the elementary school level and who has completed the approved program of preparation for the kindergarten endorsement at the teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

Section 2.
The certificates issued for a duration period beginning prior to September 1, 1971, and valid for classroom teaching at the elementary school level, shall continue to be valid for teaching kindergarten. Certificates issued for a duration period beginning after September 1, 1971, and valid for classroom teaching at the elementary school level, shall be valid for teaching kindergarten only upon completion of the endorsement program for kindergarten teaching.

CURRICULUM STANDARDS, TEC 20.0

Section 1.
The program of preparation for the further endorsement for teaching kindergarten of a certificate valid for classroom teaching at the elementary school shall consist of a minimum of 10 semester hours of course work as follows:

(1) Guidance of the Pre-School Child to include specifically the physical, emotional, mental, and psychological development of the child under six, and the role of the kindergarten teacher in working with such a child. This course shall be in addition to the institutional requirement for the elementary teachers in Human Growth and Development.

(2) Fundamentals of Kindergarten Education to include kindergarten curriculum; instructional materials; organization of the kindergarten program; creative experiences for the pre-school child, parent education and home visitation; understanding of families; community resources; planning learning experiences; evaluation of pupil programs and progress; and direct observation and participation with kindergarten children.

(3) Supervised Practicum in Kindergarten Education for a period of not less than six (6) weeks (full day) to include direct, guided, supervised experiences with kindergarten children under the supervision of a qualified kindergarten teacher. An alternate program may be developed for teachers who have completed at least one year of full-time teaching.

VIII. ELEMENTARY SCHOOL TEACHER PREPARATION-CERTIFICATION

A. PROVISIONAL ELEMENTARY CERTIFICATE
704 KAR 20:090

Section 1.

(1) The Provisional Elementary Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Provisional Elementary Certificate shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth-Year Program.

(3) The Provisional Elementary Certificate shall be valid for teaching in grades one (1) through eight (8).

It is recommended that teachers who obtain a provisional teaching certificate continue their preparation toward the requirements for a standard teaching certificate. Teachers who do not choose to work in this direction may elect to take the Planned Fifth-Year Program of college work instead. The details of the Planned Fifth-Year Program are presented in Chapter III of this handbook.

CURRICULUM STANDARDS, TEC 25.0

Section 1.

The program of preparation for the Provisional Elementary Certificate shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, related studies component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Education.

Section 2.

(1) The related studies component shall include 18 semester hours credit distributed as follows: School music--3 semester hours; School art--3 semester hours; Social science--3 semester hours; Children's literature--3 semester hours; and Mathematics for elementary school teachers--6 semester hours.

(2) Within the categories of the related studies component of teacher preparation an institution may authorize a variation of twenty-five

percent as an adjustment for transfer credits and differences between current and previous course offerings.

Section 3.

(1) The professional preparation component shall consist of at least 32 semester hours credit which shall include as a minimum: Basic Concepts Concerning Education--2 semester hours; Human Growth and Development and Learning Theory--6 semester hours; Fundamental Processes and Learning Materials--12 semester hours; and Supervised Student Teaching--8 semester hours. These four areas of professional preparation shall be defined as follows:

(a) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding roles in education programs; an analysis of each phase of the school program including guidance services, library services, evaluation and reporting on a systemwide, schoolwide, and on an individual basis.

(b) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(c) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(d) Supervised Student Teaching shall include: a variety of experiences in the various functions of a teacher in the total school program; experiences with children and young people in the learning process; experiences with various records necessary to the overall management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; seminar experiences during and following student teaching in order to provide for need-experiences for each teacher.

B. STANDARD ELEMENTARY CERTIFICATE
704 KAR 20:085

Section 1.

(1) The Standard Elementary Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [See note, page 20].

(2) The Standard Elementary Certificate shall be issued initially for a duration period of ten (10) years except that when the curriculum requirements were completed more than (10) years prior to the date of certificate issuance the provisions of 704 KAR 20:050, Section 2, shall apply. The certificate shall be extended for life upon three (3) years of successful teaching experience performed under a regular teaching certificate and completed prior to the expiration date of the standard certificate. If the requirements for life extension have not been completed by the end of the ten (10) year period, the certificate may be renewed at the end of the ten (10) year period upon completion of two (2) years of successful teaching experience or upon six (6) semester hours graduate credit for each of the years required experience.

(3) The Standard Elementary Certificate shall be valid for teaching in grades one (1) through eight (8).

CURRICULUM STANDARDS, TEC 26.0

Section 1.
The program of preparation for the Standard Elementary Certificate shall consist of a prerequisite of the qualifications for the Provisional Elementary Certificate and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

(1) The curriculum shall include a minimum of 30 semester hours of graduate credit or a mininum of 24 semester hours' graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

(2) A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:

(a) A general study of curriculum development.

(b) Research methodology.

(c) Advanced study in human growth and development.

(d) Advanced study in teaching of reading (required).

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(e) The psychology of learning.

(f) A seminar in instruction devoted to methods of teaching.

(g) Foundations in education--sociological, psychological, philosophical, historical.

(3) A minimum of 12 semester hours in graduate credit shall be selected to strengthen the specialization of the elementary teacher and/or to further develop the general education background.

(4) The remaining 3 to 9 semester hours of graduate credit may be selected from other courses designed to strengthen the preparation of the teacher and based on the individual needs of the teacher.

IX. MIDDLE GRADE SCHOOL TEACHER PREPARATION-CERTIFICATION

PROVISIONAL CERTIFICATE FOR TEACHING IN THE MIDDLE GRADES
704 KAR 20:080

Section 1.

(1) The Provisional Certificate for Teaching in the Middle Grades shall be issued accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Provisional Certificate for Teaching in the Middle Grades shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth-Year Program.

(3) The Provisional Certificate for Teaching in the Middle Grades shall be valid for teaching in grades five (5) through nine (9) and shall be endorsed for grades nine (9) through twelve (12) for any subject assignment in which the teacher holds a regular high school teaching major or minor.

CURRICULUM STANDARDS, TEC 35.0

Section 1.
The program of preparation for the Provisional Certificate for Teaching in the Middle Grades shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a professional preparation component, and a specialization component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.
The professional preparation component for the Provisional Certificate for Teaching in the Middle Grades shall consist of at least 27 semester hours' credit which shall include as a minimum: Human Growth and Development and Learning Theory--8 semester hours; Basic Concepts Concerning Education--2 semester hours; Fundamental Processes and Learning Materials--6 semester hours; The Middle Grades--3 semester hours; and Supervised Student Teaching in the Middle Grades--8 semester hours. These five areas of professional preparation shall be defined as follows.

(1) Human Growth and Development and Learning Theory shall include preparation in the amount of 3 semester hours' credit as follows: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of

the child, adolescent, and youth. Additional preparation in the amount of 3 semester hours' credit shall provide for further depth of study with emphasis on pupils in the age range encompassed by the middle grades. Further preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(2) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; and analysis of each phase of the school program including guidance services, library services, evaluation, and reporting on a systemwide, schoolwide, and on an individual basis.

(3) Fundamental Processes and Learning Materials shall include: a minimum of 3 semester hours' emphasis on reading in the content areas, reading as a developmental process, and diagnostic and remedial techniques; a methods and materials course that precedes student teaching and organized especially for teachers of the middle grades in their areas of specialization.

(4) The Middle Grades shall include: a basic study of the philosophy, organizational patterns, and curriculum concepts relating to the middle grades.

(5) Supervised Student Teaching in the Middle Grades shall provide for: a variety of experiences in the various functions of a teacher in a school and the community; experiences with children and young people in the learning process; experiences with various records necessary to the overall management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; and seminar correlated with the student teaching experiences.

Section 3.
The specialization component of the curriculum for the Provisional Certificate for Teaching in the Middle Grades shall include a minimum of 60 semester hours' credit distributed among two middle grade teaching fields of 24 semester hours each and one additional subject concentration of 12 semester hours' credit.

Section 4.
The middle grade teaching fields shall be identified as follows, and each field shall require a minimum of 24 semester hours' credit including the preparation as described:

(1) English and Communication: Composition--6 semester hours; linguistics, advanced composition, or phonetics--3 semester hours; adolescent

literature--3 semester hours; speech--3 semester hours; American literature--3 semester hours; teaching of reading--3 semester hours; and electives--3 semester hours.

(2) Humanities and Fine Arts: Preparation shall be distributed among three of the following studies with no less than 6 semester hours' credit in each of the three chosen studies--music, art, humanities, philosophy, and literature.

(3) Foreign Languages: Twelve semester hours' credit or two full years of study in each of two languages in courses above the freshman level.

(4) Mathematics: Preparation to include 6 semester hours' credit designed especially to present the newer concepts of mathematics.

(5) Science: Preparation shall include 6 semester hours' credit in each of physical sciences, biological sciences, and earth sciences; at least one biological science and one physical science course must be accompanied by a laboratory requirement.

(6) Social Studies: Preparation shall be distributed among the subjects of United States history, geography, political science, economics, sociology, and social anthropology, so as to include at least 6 semester hours' credit in United States history, 6 semester hours' credit in geography, and 6 semester hours' credit from one of the remaining subjects.

Section 5.
The 12-semester-hour subject concentrations required as a part of the specialization component shall be selected from the following subjects: any one foreign language, art, biology, business (must include typewriting), chemistry, dramatics, economics, geography, geology, health, history, journalism, mathematics, physics, political science, sociology, and speech.

X. HIGH SCHOOL TEACHER PREPARATION-CERTIFICATION

A. PROVISIONAL HIGH SCHOOL CERTIFICATE
704 KAR 20:070

Section 1.

(1) The Provisional High School Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Provisional High School Certificate shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of the Planned Fifth-Year Program.

(3) The Provisional High School Certificate shall be valid for teaching in grades seven (7) through twelve (12).

> It is recommended that teachers who obtain a provisional teaching certificate continue their preparation toward the requirements for a standard teaching certificate. Teachers who do not choose to work in this direction may elect to take the Planned Fifth-Year Program of college work instead. The details of the Planned Fifth-Year Program are presented in Chapter III of this handbook.

CURRICULUM STANDARDS, TEC 40.0

Section 1.

The program of preparation for the Provisional High School Certificate shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a professional preparation component, and a specialization component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The professional preparation component for the Provisional High School Certificate for persons enrolled in this curriculum prior to the 1982-83 school year and who complete the curriculum prior to September 1, 1987, shall consist of a minimum of 17 semester hours' credit which shall include as a minimum: Human Growth and Development and Learning Theory--3 semester hours; Basic Concepts Concerning Education--2 semester hours; Fundamental Processes and Learning Materials--2 semester hours; and Supervised Student Teaching--8 semester hours. These four areas of professional preparation shall be defined as follows.

(1) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(2) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; and analysis of each phase of the school program including guidance services, library services, evaluation, and reporting on a systemwide, schoolwide, and on an individual basis.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes; instructional materials in the different subject fields, including reading; use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to the achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits.

(4) Supervised Student Teaching shall provide for: a variety of experiences in the various functions of a teacher in the school and the community; experiences with children and young people in the learning process; experiences with various records necessary to the over-all management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; a seminar correlated with the student teaching experiences.

Section 3.
Persons admitted to the program of preparation for the Provisional High School Certificate during the 1982-83 school year and thereafter shall complete a minimum of 25 semester hours credit to include the following:

(1) A minimum of 150 clock hours of clinical and field experiences prior to student teaching with at least 50 percent devoted to field experiences. It is understood that professional education courses at the undergraduate level should be associated with appropriate professional laboratory experiences; consequently, the clinical and field experiences will generally be divided among the courses.

(2) Supervised student teaching for a minimum of twelve weeks, full day, or for a full academic quarter or trimester.

(3) A program of academic preparation and experiences encompassing all of the competency statements described in TEC 40.4.

Section 4.
The specialization portion of the curriculum for the Provisional High School Certificate shall include at least one area of concentration selected from the Specialization for High School Certification: Areas of Concentration or one teaching major selected from Specialization for High School Certification: Teaching Majors. Additional teaching majors, teaching minors, and areas of concentration may be elected provided they are selected from the respective listing of Specialization for High School Certification.

SPECIALIZATION FOR HIGH SCHOOL CERTIFICATE: AREAS OF CONCENTRATION
TEC 40.1

Section 1.
The following areas of concentration are acceptable for the specialization component of the Provisional High School Certificate, and preparation for any given area shall provide for the completion of the specified curricula and experiences.

Section 2. Art
An area of concentration in art shall consist of a minimum of 48 semester hours' credit in courses related to art history, two-dimensional design, drawing, painting, and three-dimensional design. In addition, the area of concentration in art shall be supported by a course or courses in the methods related to elementary and secondary art education.

Section 3. Business Education
An area of concentration in business education shall consist of a minimum of 48 semester hours' credit in business education to include: accounting--8 semester hours, secretarial practice--14 semester hours, general business--18 semester hours, and electives in business education--8 semester hours. In addition, the area of concentration in business education shall be supported by a course in methods and materials for business education. Effective with the 1981-82 academic year the area of concentration in business education shall be discontinued as a specialization option for entering freshman students. Persons enrolled in this program prior to the 1981-82 academic year must complete the entire program by September 1, 1985, in order to qualify for this specialization option.

For individuals and for teacher education institutions interested in continuing the concept of an area of concentration it is noted that the minimum state guidelines for the new major in basic business plus the new major in secretarial studies plus the endorsement for advanced data processing total 45 semester hours, not counting the methods courses. This combination of the two majors and the endorsement would effectively certify an individual for teaching any of the business education subjects currently listed in the state Program of Studies.

Section 4. Distributive Education

(1) An area of concentration in distributive education shall consist of a minimum of 48 semester hours' credit to include accounting, economics, marketing, law, finance, statistics, management, and data processing.

(2) The supervised student teaching portion of the professional preparation shall be done in distributive education.

(3) In addition to the academic preparation, the program shall include the following provisions for work experience.

(a) For students who have had prior experience in distributive occupations the requirements shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours), the experience being planned to give students diversified experiences relating to marketing and distribution.

(b) For students having no prior experience in distributive occupations the requirements shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours) plus the equivalent of one summer of approved full-time (a minimum of 400 hours) experience in distributive occupations. At the discretion of the teacher education institution, the summer experience may be waived, provided the student has had satisfactory experience equivalent to this period and within the eight years preceding the time the candidate is to be certified.

Section 5. English

An area of concentration in English shall consist of a minimum of 48 semester hours credit including: 30 semester hours distributed among grammar, composition, and literature; one course in linguistics; and the remaining preparation distributed among speech, dramatics, and journalism. In addition, an area of concentration in English shall be further supported by a course in the teaching of reading.

Section 6. Industrial Education Orientation and Exploration Levels

(1) An area of concentration in industrial education--orientation and exploration levels shall consist of a minimum of 48 semester hours' credit to include:

(a) At least one course in three of the four broad occupational areas of construction, manufacturing, communications, and power and transportation.

(b) At least one course in five of eight technical areas identified as woods, drafting, electricity-electronics, crafts, graphic arts, industrial materials and processes, and power mechanics. One of the five technical areas must be drafting. A maximum of 15 semester hours in any one of the technical areas may be applied toward the 48 semester hours' specialization.

(c) A maximum of 3 semester hours' credit for the work experience component may be applied toward the specialization requirement.

(2) In lieu of the professional education component usually offered for the Provisional High School Certificate the teacher education institution shall provide for a 23-semester-hour sequence in professional industrial education to include: foundations of industrial, vocational, or career education--3 semester hours; instructional media and curriculum development--3 semester hours; instructional methods at the orientation-exploration level--3 semester hours; instructional internship or practicum--8 semester hours; and human growth and development and learning theory to include disadvantaged and handicapped students--6 semester hours. (The professional education component shall encompass all of the competency statements described in TEC 40.5 with the exceptions of Section 1 (1), Section 2 (12), Section 4, and Section 5.--see note in the box on page 74.) The instructional internship or practicum experience shall be done at the orientation-exploration level. Students who have completed four years of successful teaching experience may satisfy this student teaching requirement by completing a four-semester-hour seminar in student teaching at the orientation-exploration level. Students who have completed the professional education requirement at the preparation level may satisfy the professional education requirement at the orientation-exploration level by completing a four-semester-hour seminar in teaching at the orientation-exploration level.

*(3) A minimum of 150 clock hours of clinical and field experiences prior to student teaching with at least 50% devoted to field experiences shall be completed. It is understood that professional education courses at the undergraduate level shall be associated with appropriate professional laboratory experiences; consequently, the clinical and field experiences will generally be divided among the courses.

(4) The area of concentration in industrial education--orientation and exploration levels shall include a work experience component of preparation intended to assist the teacher in understanding the operation of industry and in relating instruction thereto, and is not for the purpose of skill development. This requirement may be met by one of the following:

(a) One thousand (1000) hours of work experience related to the goals of teacher preparation in industrial education.

(b) A minimum of 320 hours of work or work observation approved and supervised by the degree granting institution.

Section 7. Industrial Education--Preparation Level
An area of concentration in industrial education--preparation level shall consist of the following preparation.

(1) A minimum of 48 semester hours' credit in related technical education. A minimum of 24 semester hours'credit must be in the specific occupational area to be taught.

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*At the time of printing approval for this item was pending with the State Board of Education.

(2) In lieu of the professional education component usually offered for the Provisional High School Certificate, the teacher education institution shall provide for a 23-semester-hour sequence in professional industrial education to include demonstrated competency in; foundations of industrial, vocational, or career education--3 semester hours; instructional media and curriculum development--3 semester hours; instructional methods at the preparation level--3 semester hours; instructional internship or practicum--8 semester hours, and human growth and development and learning theory to include disadvantaged and handicapped students--6 semester hours. (The professional education component shall encompass all of the competency statements described in TEC 40.5 --see note in the box on page 74.) The instructional internship or practicum experience shall be done at the preparation level. Students who have completed four years of successful teaching experience may satisfy this student teaching requirement by completing a four-semester-hour seminar in student teaching at the preparation level. Students who have completed the professional education requirement at the orientation-exploration level may satisfy the professional education requirement at the preparation level by completing a four-semester-hour seminar in teaching at the preparation level.

*(3) A minimum of 150 clock hours of clinical and field experiences prior to student teaching with at least 50% devoted to field experiences shall be completed. It is understood that professional education courses at the undergraduate level shall be associated with appropriate professional laboratory experiences; consequently, the clinical and field experiences will generally be divided among the courses.

(4) The area of concentration in industrial education--preparation level shall include a work experience component of preparation consisting of a minimum of 2000 hours supervised work experience in the teachable industrial occupation for which he may receive 9 semester hours' credit which may be counted in the specialization component, or three years of occupational experience in the occupation to be taught.

Section 8. Mathematics-Physical Science

An area of concentration in the mathematics-physical science combination shall consist of a minimum of 48 semester hours' credit including chemistry, physics, and mathematics with no fewer than 15 semester hours' credit in each.

Section 9. Science

An area of concentration in science shall require a minimum of 48 semester hours' credit which includes the core requirements. The core courses must be those which normally count toward a minor in the respective disciplines listed. Also included must be a minor(s) of 21 semester hours in at least one of the disciplines listed in the core. The core requirements shall include: biology, two courses; chemistry, two courses; earth science, two courses; and physics, two courses. Laboratory experience must be afforded in at least one course each of biology, chemistry, earth science, and physics. A course is defined to afford at least three semester hours. A teacher with such preparation would be certified to teach only in the major (30 semester hours) or minor (21 semester hours) disciplines and all general interdisciplinary science courses taught at

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*At the time of printing approval for this item was pending with the State Board of Education.

the secondary classification level. A major or additional minors may be taken with the area.

Section 10. Social Studies
An area of concentration in social studies shall consist of a minimum of 48 semester hours' credit to include: a minimum of four courses in history with at least two in American history; two courses in political science; two courses in economics; two courses in sociology; one course in geography; and one course in anthropology; with an 18-semester-hour concentration in one of the subjects. Only those social studies subjects in which a minimum of 12 semester hours credit has been completed shall be designated on the certificate.

Section 11. Vocational Agriculture
(1) An area of concentration in vocational agriculture shall consist of a minimum of 50 semester hours' credit in technical agriculture which includes at least 6 semester hours in each of the following: animal science, plant and horticulture science, soil science, agricultural economics including farm management, and agricultural mechanics.

(2) In lieu of the usual professional education component for high school teachers, the preparation program for persons taking the area of concentration in vocational agriculture shall consist of at least 17 semester hours in agricultural education including: 9 semester hours in methods of teaching vocational agriculture to high school students and to young people and adults in agriculture, with special emphasis on psychology of learning; and at least 8 semester hours of supervised student teaching with not less than one-half semester of actual experience in teaching classes in a local high school. (The professional education component shall encompass all of the competency statements described in TEC 40.5. --see note in the box on 74.)

*(3) A minimum of 150 clock hours of clinical and field experiences prior to student teaching with at least 50% devoted to field experiences shall be completed. It is understood that professional education courses at the undergraduate level shall be associated with appropriate professional laboratory experiences; consequently, the clinical and field experiences will generally be divided among the courses.

(4) As a requisite for obtaining the final approval of the teacher education institution for the completion of the preparation program in vocational agriculture, the teacher candidate shall have three full years of farm experience completed after the age of fourteen years as confirmed and evaluated by the institution.

Section 12. Vocational Home Economics
(1) An area of concentration in vocational home economics shall consist of 48 semester hours' credit distributed as follows: clothing and textiles--6 semester hours; family economics and home management--6 semester hours to include supervised home management experiences, depending upon the needs

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*At the time of printing approval for this item was pending with the State Board of Education.

of the particular student, to be done as supervised experience in a home management resident facility, as supervised experience in the student's own home, or as supervised experiences with families and individuals in the community which involve solving problems emanating from a variety of life styles; family relations and child development--8 semester hours to include supervised experiences in observing and working with pre-school children concurrently with courses in child development; foods and nutrition--6 semester hours; housing, home furnishing equipment--6 semester hours; electives in home economics--16 semester hours.

(2) The professional preparation component of preparation for high school teachers shall be modified for the vocational home economics program by the teacher education institution to include two courses relevant to home economics education which should include methods, gainful employment, and adult education. Directed teaching experience shall consist of observing and teaching.

(3) The preparation program for vocational home economics teachers shall provide occupational work experience in the amount of one thousand (1000) hours of work experience under guidance that will help to develop homemaking skills and an insight into the problems of wage earners.

Section 13. Health Occupations

(1) An area of concentration in health occupations education shall consist of 48 semester hours' credit in classroom and guided clinical experiences appropriate to the area. The teacher candidate shall also meet the requirements of the specialty board that licenses, certifies, registers, or otherwise legally recognizes the practitioners in the specific health profession selected for specialization. The teacher education institution may evaluate previous preparation from other specialty training programs and award appropriate credit.

(2) In lieu of the professional education component usually offered for the Provisional High School Certificate, the teacher education institution shall provide for a 24-semester-hour sequence in professional health occupations education which shall include: Basic Concepts Concerning Education--2 semester hours; Human Growth and Development and Learning Theory--3 semester hours; Fundamental Processes, Curriculum Development in Health Occupations Education--2 semester hours; Fundamental Processes, Methods of Teaching Health Occupations Education--2 semester hours; Philosophy of Vocational Education--2 semester hours; Tests and Measurements--2 semester hours; and Supervised Student Teaching--8 semester hours. (The professional education component shall encompass all of the competency statements described in the TEC 40.5. --see note in the box on page 74.)

*(3) A minimum of 150 clock hours of clinical and field experiences prior to student teaching with at least 50% devoted to field experiences shall be completed. It is understood that professional education courses at the undergraduate level shall be associated with appropriate professional laboratory experiences; consequently, the clinical and field experiences will generally be divided among the courses.

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*At the time of printing approval for this item was pending with the State Board of Education.

(4) The addition of other teaching majors or minors to the certificate issued for health occupations education shall require the completion of the regular preparation usually associated with the added specialization as determined by the teacher education institution.

SPECIALIZATION FOR HIGH SCHOOL CERTIFICATE: TEACHING MAJORS
TEC 40.2

Section 1.
Each teaching major in a single subject shall require 30 semester hours' credit unless otherwise indicated. Majors in subject combinations shall require 36 semester hours' credit. In a combination of subjects for majors, not less than 12 semester hours shall be in each subject within the major. Methods courses shall be in addition to the required preparation in the subject of specialization.

Section 2.
(1) The following teaching majors are designated for the specialization component for high school certification including the additional preparation where indicated:

accounting, see item (7)
accounting-general business, see item (7)
accounting-secretarial practice, see item (7)
agriculture
art, see item (2)
basic business, see item (8)
biology;
chemistry
distributive education, see item (3)
dramatics-speech
earth science
economics
economics-sociology
English, see item (4)
exceptional children--learning and behavior disorders, see item (10)
French
general business,see item (7)
general business-secretarial practice, see item (7)
geography
German
health
history
history-political science
home economics
industrial education--orientation and exploration levels, see item (6)
instrumental music, see item (11)
journalism
Latin
mathematics
physical education
physics

political science
psychology
Russian
school media librarian, see item (5)
secretarial practice, see item (7)
secretarial studies, see item (9)
sociology
Spanish
speech
vocal music, see item (11).

CERTIFICATE ENDORSEMENTS FOR CERTAIN SUBJECTS--advanced data processing, typewriting, accounting
704 KAR 20:057

Section 1.
An endorsement for teaching advanced data processing may be added to a high school certificate with a major in basic business or a major in general business upon completion of a total of nine (9) semester hours credit in data processing.

Section 2.
An endorsement for teaching typewriting may be added to a high school certificate with specialization in general business provided the certificate holder has completed two (2) courses in typewriting and a third course which includes methods of teaching typewriting.

Also, see note in the box on page 65.

Section 3.
An endorsement for teaching accounting may be added to a high school certificate with specialization in general business provided the certificate holder has completed six (6) semester hours in accounting and a course which includes methods of teaching accounting.

(2) The teaching major in art shall consist of a minimum of 30 semester hours' credit which includes courses related to each of the following: art history, two-dimensional design, drawing, painting, and three-dimensional design. In addition, the teaching major in art shall be supported by a course or courses in methods related to elementary and secondary art education.

(3) (a) The teaching major in distributive education shall include preparation in accounting, economics, marketing, law, finance, statistics, management, and data processing.

(b) In addition, the supervised student teaching portion of the professional preparation component shall be done in distributive education.

(c) In addition to the academic preparation, the program shall include the following provisions for work experience: For students who have had prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours), the experience being planned to give students diversified experiences relating to marketing and distribution. For students having no prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours) plus the equivalent of one summer of approved full-time (a minimum of 400 hours) experience in distributive occupations. At the discretion of the teacher education institution, the summer experience may be waived, provided the student has had satisfactory experience equivalent to this period and within the eight years preceding the time the candidate is to be certified.

(4) The teaching major in English shall include a course in linguistics. In addition, the teaching major in English shall be further supported by a course in the teaching of reading.

(5) Only those persons who qualify for the Provisional Certificate for School Media Librarian may apply the major for school media librarian toward the specialization requirements for the Provisional High School Certificate provided another teaching major or minor is also completed. In addition, the professional education component for the Provisional High School Certificate shall be required except for the supervised student teaching.

(6) (a) The major in industrial education--orientation and exploration levels shall consist of a minimum of 36 semester hours' credit to include:

1. At least one course in two of the four broad occupational areas of construction, manufacturing, communications, and power and transportation.

2. At least one course in five of eight technical areas identified as woods, drafting, electricity-electronics, metals, crafts, graphic arts, industrial materials and processes, and power mechanics. One of the five technical areas must be drafting. A maximum of 9 semester hours in any one of the technical areas may be applied toward the 36-semester-hour-specialization requirement.

3. A maximum of 3 semester hours' credit for the work experience component may be applied toward the specialization requirement.

(b) In lieu of the professional education component usually offered for the Provisional High School Certificate, the teacher education institution shall provide for a 23-semester-hour sequence in professional industrial education to include: foundations of industrial, vocational, or career education--3 semester hours; instruction media and curriculum development--3 semester hours; instructional methods at the orientation-exploration level--3 semester hours; instructional internship or practicum--8 semester hours; and human growth and development and learning theory to include disadvantaged and handicapped students--6 semester hours. (The professional education component shall encompass all the competency statements described in TEC 40.5 with the exceptions of Section 1 (1), Section 2 (12), Section 4, and Section 5. --See note in the box on page 74.) The instructional internship or practicum experience shall be done at the orientation-exploration level. Students who have completed four years of successful teaching experience may satisfy this student teaching requirement by completing a four-semester-hour seminar in student teaching at the orientation-exploration level. Students who have completed the professional education requirement at the preparation level may satisfy the professional education requirement at the orientation-exploration level by completing a four-semester-hour seminar in teaching at the orientation-exploration level.

*(c) A minimum of 150 clock hours of clinical and field experiences prior to student teaching with at least 50% devoted to field experiences shall be completed. It is understood that professional education courses at the undergraduate level shall be associated with appropriate professional laboratory experiences; consequently, the clinical and field experiences will generally be divided among the courses.

(d) The major in industrial education--orientation and exploration levels shall include a work experience component of preparation intended to assist the teacher in understanding the operation of industry and in relating instruction thereto, and is not for the purpose of skill development. This requirement may be met by one of the following:

1. One thousand (1000) hours of work experience related to the goals of teacher preparation in industrial education.

2. A minimum of 320 hours of work or work observation approved and supervised by the degree granting institution.

(7) Effective with the entering freshmen for the 1981-82 academic year, the following teaching majors will be discontinued as specialization options: accounting, accounting-general business, accounting-secretarial practice, general business, general business-secretarial practice, secretarial practice. Persons enrolled for any of these specialization options prior to the 1981-82 academic year must complete the entire program by September 1, 1985, in order to qualify for this specialization option.

(8) The teaching major in basic business shall consist of a minimum of 30 semester hours' credit to include: accounting, 6 semester hours; business communications, 3 semester hours; business law, 3 semester hours; business data processing, 3 semester hours; business economics, 3 semester hours; office practice or office internship, 3 semester hours; typewriting, 6 semester hours; and business management, 3 semester hours. In addition the major shall be supported by a methods course in teaching accounting, typewriting, and basic business subjects.

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*At the time of printing approval for this item was pending with the State Board of Education.

704 KAR 20:030 (page 21) permits an institution to accept competency or proficiency to satisfy specific requirements. As an example, a teacher candidate may be awarded consideration for prior course work at the high school level and/or other experiences for all or any portion of the typewriting requirement.

(9) The teaching major in secretarial studies shall consist of a minimum of 30 semester hours' credit to include: accounting, 3 semester hours; business communications, 3 semester hours; business data processing, 3 semester hours; business economics, 3 semester hours; office practice or office internship, 3 semester hours; shorthand, 6 semester hours; typewriting, 6 semester hours; and business elective, 3 semester hours. In addition, the major in secretarial studies shall be supported by a methods course in teaching secretarial studies and typewriting.

(10) The teaching major for the education of exceptional children--learning and behavior disorders, grades 7-12, shall be accompanied by at least one other specialization, either an area of concentration, a teaching major, or a teaching minor as listed under TEC 40.1, 40.2, and 40.3. The major for exceptional children--learning and behavior disorders, grades 7-12, shall include:

(a) Two sequential courses in the teaching of reading;

(b) Two courses in mathematics for elementary school teachers; and

(c) The 27-semester hour special education component for teachers of exceptional children--learning and behavior disorders as described in TEC 60.0, Section 3, with the exception that the following modifications dealing with the secondary school level shall be substituted for item (1) (d): Special education programs for mildly handicapped adolescents shall include curriculum modifications for adolescent exceptional children, methods and materials for adolescent education of exceptional children, concept and social development of adolescent exceptional children, sex education and preparation for family living.

The supervised student teaching requirement shall be done in the teaching major for the education of exceptional children--learning and behavior disorders and also in the second field of specialization. Content in methods and materials and practicum activities shall relate to pupils in grades seven through twelve as appropriate.

See Chapter XVI of this handbook for other provisions for the preparation-certification of teachers of exceptional children.

(11) Only those persons who qualify for the Provisional Certificate for Teaching Music may apply the music specialization as a major in vocal music or a major in instrumental music toward the specialization requirements for the Provisional High School Certificate provided another teaching major or minor is also completed. In addition, the professional education component for the Provisional High School Certificate shall be required except for the supervised student teaching.

SPECIALIZATION FOR HIGH SCHOOL CERTIFICATE: TEACHING MINORS
TEC 40.3

Section 1.
Each teaching minor in a single subject shall require 21 semester hours' credit unless otherwise indicated.

Section 2.
(1) The following teaching minors are designated for the specialization component for high school certification including the additional preparation where indicated:

accounting, see item (5)
any foreign language
agriculture
art, see item (2)
biology, see item (3)
chemistry, see item (3)
dramatics
earth science, see item (3)
economics
English, see item (4)
general business, see item (5)
geography
geology, see item (3)
health
history
home economics
journalism
mathematics
physics, see item (3)
political science
psychology
secretarial practice, see item (5)
sociology
speech

(2) The teaching minor in art shall consist of a minimum of 21 semester hours' credit which includes courses related to each of the following: art appreciation and/or art history, two-dimensional design, drawing, painting, and three-dimensional design. In addition, the teaching minor in art shall be supported by a course or courses in methods related to elementary and secondary art education.

(3) Effective with the entering freshmen students for the 1979-80 school term, teaching minors in the natural sciences may be taken in connection with another one of the following specializations: the area of concentration in science, the area of concentration in mathematics-physical science, or a teaching major in either mathematics, biology, chemistry, earth science, or physics.

(4) A teaching minor in English shall require 24 semester hours and shall include a course in linguistics. In addition, the teaching minor in English shall be further supported by a course in the teaching of reading.

(5) Effective with the entering freshmen for the 1981-82 academic year, the following teaching minors will be discontinued as specialization options: accounting, general business, secretarial practice. Persons enrolled for any of these specialization options prior to the 1981-82 academic year must complete the entire program by September 1, 1985, in order to qualify for this specialization option.

COMPETENCY STATEMENTS FOR THE PROFESSIONAL EDUCATION COMPONENT OF PREPARATION FOR THE PROVISIONAL HIGH SCHOOL CERTIFICATE
TEC 40.4

Section 1. Orientation to Secondary Education

(1) Explains the role of secondary education in America--past, present, and future predictions.

(2) Recognizes and describes how schools are institutions that promote participatory democracy, equality of races and sexes, and the parity of power.

(3) Describes the typical secondary school curriculum and analyzes the relationship between different aspects of the curriculum.

(4) Recognizes and explains the realities and expectations of the professional teacher in secondary schools with respect to:

  (a) Teaching competencies.
  (b) School organizational requirements.
  (c) Mandated programs and governmental regulations.
  (d) Typical classroom conditions.
  (e) Teacher stress.
  (f) Professional ethics.
  (g) Professional organization requirements.

(5) Maintains a functional value system:

  (a) Describes his/her own value of belief system.
  (b) Describes the value system of the American society, a local school constituency, and various ethnic or social groups.
  (c) Identifies and accepts differences between own value system and those of society, a school constituency. or an ethnic group.

(6) Demonstrates a realistic understanding of self and exhibits the characteristics of self-actualizing development.

  (a) Describes a realistic perception of his/her physical, academic, and emotional self that is compatible with that of peers and supervisors.
  (b) Maintains a positive view of self.
  (c) Identifies own strengths and weaknesses and accepts own.

    - (d) Discusses own feelings openly and honestly and does the same with the feelings of others.
    - (e) Identifies own aspirations and goals.
    - (f) Identifies own deficiencies with respect to basic communication skills and personality variables critical to becoming a professional teacher.
    - (g) Plans specific activities and experiences to achieve aspirations and goals and to reduce or eliminate areas of weakness.

(7) Describes the employment and professional growth opportunities in teaching in his/her subject area both within Kentucky and the nation and the rewards that can be accrued from entering the teaching profession.

(8) Determines his/her own program requirements for the completion of state certification requirements for the provisional secondary certificate.

(9) Evaluates his/her own potential for a career in teaching in relation to the requirements and the rewards in the teaching profession and decides whether or not to continue in the preservice preparation program.

Section 2. Foundations of Learning and Human Development

(1) Explains and analyzes how human learning takes place:

- (a) From a behavioristic conceptual framework.
- (b) From a cognitive development conceptual framework.
- (c) From an information processing conceptual framework.

(2) Recognizes and describes principles of learning being applied in real teaching and learning situations with adolescents in three areas: cognitive learning, affective learning, and psychomotor learning.

(3) Recognizes and analyzes different cognitive and learning styles with respect to:

- (a) How learners receive and process information.
- (b) How environmental influences affect the learning process.

(4) Describes and analyzes own cognitive, learning, and potential teaching styles.

(5) Recognizes and analyzes the effect of different cultural backgrounds on learning styles.

(6) Describes and analyzes the stages of human development from birth to adult with respect to:

- (a) Cognitive development.
- (b) Personality.
- (c) Social development.

(7) Describes and analyzes adolescent behavior with respect to:

- (a) Intellectual and cognitive development.
- (b) Emotional development.
- (c) Social development and needs.
- (d) Psychosexual development and drives.
- (e) Stress and peer influence.

(8) Applies learning principles to make decisions about appropriate activities and teacher behaviors for given learning situations.

Section 3. Generic Teaching Skills

(1) Identifies and describes the basic concepts and principles associated with each of the following seven skill areas (knowledge level):

- (a) Observation.
- (b) Diagnosis.
- (c) Instructional design and planning.
- (d) Instructional management.
- (e) Communication.
- (f) Evaluation.
- (g) Use of media and new technology (i.e., computers and television).

(2) Describes why each generic skill area is essential to the teaching-learning process.

(3) Describes and demonstrates specific generic teaching skills associated with each skills area (application level):

- (a) Observation of pupils.
- (b) Diagnosis of learning problems.
- (c) Instructional design and planning.
- (d) Instructional management.
- (e) Communication.
- (f) Evaluation.
- (g) Use of media and new technology (i.e., computers and television).

(4) Applies specific generic teaching skills associated with each skills area to the following situations:

- (a) Observation of pupils.
- (b) Diagnosis of learning problems.
- (c) Instructional design and planning.
- (d) Instructional management.
- (e) Communication.
- (f) Evaluation.
- (g) Use of media and new technology (i.e., computers and television).

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Section 4. Individualized Educational Planning

(1) Describes cognitive and affective characteristics of students with special educational needs (i.e., children who have mild and moderate intellectual handicaps, are gifted and talented, have sensory impairments, have physical and crippling disabilities, have emotional disorders and have specific learning disabilities).

(2) Recognizes students who may require special educational needs to achieve their educational potential.

(3) Describes PL 94-142 and state regulations for the identification and placement of children in the least restrictive environment.

(4) Identifies referral agencies within the schools and the larger community which may be involved with the placement and education of adolescents with special educational needs.

(5) Describes situations where students from different cultural backgrounds require special assessment procedures for appropriate diagnosis of educational needs.

(6) Collaborates with colleagues in the collection of data and the diagnosis of the special educational needs of individual students.

(7) Describes special strategies for teaching children with handicapping conditions who are mainstreamed into the regular classroom.

(8) Describes and implements strategies for teaching students who demonstrate deficiencies in reading.

(9) Describes special strategies for teaching gifted and talented students.

(10) Describes special strategies for teaching the underachieving, low motivated learner.

(11) Designs individualized educational plans (IEPs) for students with special educational needs.

(12) Designs a management plan to deal with students on individualized educational plans in a regular classroom.

(13) Describes procedures for working with children in emergency conditions.

(14) Describes strategies for working with parents of students who have special educational needs.

Section 5. Teaching Strategies and Methods

(1) Describes the various programs and courses in his/her teaching area(s) presently taught in secondary schools and the rationale for offering the program or course at a given age or ability level.

(2) Identifies the major concepts appropriate to be taught in each specific secondary education program or course identified in his/her teaching area.

(3) Describes new or futuristic curriculum developments in his/her teaching area, the rationale for the new developments, and identifies the persons and/or agencies who are the developers of these innovations.

(4) Applies appropriate generic teaching skills to plan:

  (a) A year-long instructional program in his/her teaching area for average ability secondary school students.
  (b) Instructional units in his/her teaching area.

(5) Demonstrates the ability to use a variety of teaching strategies appropriate to his/her teaching area in the implementation of instruction.

(6) Demonstrates the use of appropriate generic teaching skills to plan, implement and evaluate instruction in a laboratory setting.

(7) Develops a file of instructional resources and materials for teaching his/her subject area(s).

(8) Operates and manages the use of special equipment and facilities essential to teaching the content area, including applications of new technology.

(9) Describes and demonstrates specific strategies for promoting equality and mulilticultural values as an integral part of the instructional program in his/her teaching area.

Section 6. Human Interaction in the School

(1) Demonstrates techniques for promoting students' self awareness and strategies that encourage the development of a positive self concept.

(2) Describes a process of human moral development and demonstrates use of specific teaching strategies designed to encourage students to examine their own value system and share it with others.

(3) Designs and demonstrates strategies for helping students (1) to become aware of value differences of persons from different cultural groups and (2) to accept differences as a positive attribute rather than a negative factor.

(4) Describes the necessary affective conditions for learning to take place (i.e., concreteness, genuiness, empathy and warmth) and demonstrates the use of strategies that promote positive personal interaction in the classroom.

(5) Promotes the growth of a group (small group or a class) through the encouragement of facilitative behaviors and the elimination of blocking behaviors.

(6) Describes methods for increasing motivation in students toward learning.

(7) Identifies the basic concept and principles that relate to discipline in the school and classroom from a teacher control approach and from a student self control approach.

(8) Describes discipline strategies and management techniques that are designed to maintain a positive learning environment (1) in a teacher control approach and (2) in a student self control approach.

(9) Demonstrates problem-solving strategies and conflict management techniques to deal with unacceptable student behavior.

(10) Applies discipline concepts, principles and skills to realistic classroom situations that involve inappropriate student behavior and/or human conflict.

(11) Analyzes the basic causes of stress in classroom (both teacher and student stress) and demonstrates strategies to reduce and manage individual and group stress.

Section 7. The Professional Teacher in the School

(1) Describes a system of professional values.

(2) Given a set of realistic school situations, uses a system of professional values to make decisions.

(3) Describes the role of the organized profession in promoting professional values.

(4) Explains school law in relation to local school system rights, teacher rights and student rights.

(5) Analyzes potential conflict situations in the school where rights of individuals, local school policy and state statutes would be involved.

(6) Describes how local school operations are financed in relation to income received from the federal government, the state and from the local revenues.

(7) Describes state mandated programs and the requirements and implications for each at the local district level.

(8) Collects and analyzes data that describe the local school community with respect to (1) norms, values and customs and (2) expectations for schooling.

(9) Describes strategies for facilitating school-community relations in the local school district.

(10) Demonstrates strategies and techniques for interacting with parents.

(11) Articulates long-range professional goals and plans for a program of continued professional development.

(12) Describes strategies for minimizing teacher stress in the school environment.

(13) Describes strategies for developing a personal and professional life style to minimize and cope with stress.

Section 8. Student Teaching

(1) Observes, assembles data, and makes a comprehensive diagnosis of students in at least two of the classes he/she will be instructing with respect to:

   (a) The student's knowledge/ability level in the subject area.
   (b) The student's attitudes and feelings toward learning.
   (c) The student's reading ability level.
   (d) The student's learning style.
   (e) The social climate in the classroom.
   (f) The ethnic and cultural diversity of persons in the classroom.

(2) Presented with broad educational goals and a content outline, plans a six-week-instructional program for two classes he/she will be instructing that (1) takes into account those factors identified in the diagnosis and (2) accommodates students at a minimum of three different levels of ability or functioning.

(3) Organizes and implements instruction on a day-to-day basis according to plans that accommodate students at a minimum of three different levels of ability or functioning in the same classroom.

(4) Manages human interaction in a classroom; maintains a congenial learning atmosphere and emphasizes a positive approach to differences.

(5) Assesses student performance, evaluates student progress, and provides feedback to both students and parents.

(6) Diagnoses students with special education needs (i.e., handicapped, talented, and low reading ability) and plans individualized programs for these exceptional students.

COMPETENCY STATEMENTS FOR THE PROFESSIONAL EDUCATION COMPONENT OF PREPARATION FOR THE PROVISIONAL HIGH SCHOOL CERTIFICATES SPECIALIZATIONS IN AGRICULTURE, INDUSTRIAL EDUCATION, AND HEALTH OCCUPATIONS

TEC 40.5

> The competency statements for agriculture, industrial education, and health occupations have not yet been adopted, but are pending before the State Board of Education. Thus, the information in this Chapter TEC 40.5 is presented for planning and informational purposes at this time.

Section 1. Program Planning, Development, and Management

(1) Organizes and uses advisory committees.

(2) Develops program goals/objectives.

(3) Develops annual and long-range program plans including a budget consistent with goals/objectives.

(4) Designs curriculum for the program consistent with program needs.

(5) Develops a system for using and maintaining needed files and records for department and students.

(6) Completes required reports.

(7) Develops positive working relationships with the community at large to include parents, employers, and related agencies.

(8) Relates the vocational program to the total educational program.

(9) Selects, secures, and maintains equipment and materials for classroom and laboratory facilities.

(10) Maintains clean and attractive facilities.

(11) Assists students with further educational plans and/or job placement.

(12) Conducts an annual program review and evaluation.

Section 2. Instructional Planning, Execution, and Evaluation

(1) Describes the role of the teacher and student in the learning process.

(2) Determines needs and interests of students.

(3) Develops student performance objectives.

(4) Develops student interest and motivation.

(5) Promotes students' self awareness and the development of a positive self concept.

(6) Designs plans for teaching students of different interests, abilities, economic, cultural, and ethnic backgrounds.

(7) Diagnoses and plans appropriate programs for students with special needs (handicapped, disadvantaged, gifted).

(8) Uses problem solving as a teaching method including: introducing a competency, analyzing the competency, collecting data/researching the competency, developing tentative conclusions, developing final conclusion (s), applying and evaluating the competency.

(9) Applies appropriate principles of teaching and learning.

(10) Secures, prepares, and manages instructional resources and materials.

(11) Uses equipment and teaching aids, such as transparencies, hand-out materials, slide tapes, movies, computers, etc. effectively.

(12) Uses competency based vocational education modules appropriately.

(13) Applies effective questioning/discussion techniques.

(14) Gives clear, well-planned demonstrations.

(15) Teaches students on a group and on an individualized basis.

(16) Assesses student knowledges, skills, and attitudes.

(17) Develops a grading system.

(18) Conducts field trips.

(19) Applies discipline methods which promote teaching/learning (includes a teacher control approach and a student self-control approach).

(20) Employs strategies and techniques for dealing with unacceptable student behavior.

(21) Develops and uses lesson plans.

(22) Assists students with learning disabilities through instruction and/or referral to appropriate educational programs and community agencies.

(23) Provides for student safety.

Section 3. Student Organizations

(1) Determines the need for leadership development.

(2) Makes the student organization an integral part of the vocational instructional program.

(3) Guides students to develop a program of activities including selecting, planning, implementing, and evaluating.

(4) Utilizes student organization committees.

(5) Guides students to elect and trains organization officers.

(6) Guides members to hold organization meetings.

(7) Improves student performance through awards and recognition programs in student organization activities.

(8) Guides students to finance the organization's program of activities.

Section 4. Supervised Occupational Experience Programs

(1) Determines the value of occupational experience programs for students in vocational education.

(2) Defines the composition and characteristics of occupational experience programs.

(3) Guides students including those with special needs to select, plan, and implement their occupational experience program.

(4) Involves parents/landlords/clinical personnel and/or employers and the school administration in the approval and support for occupational experience programs.

(5) Guides students to keep, summarize, evaluate, and use records on their experience programs.

(6) Provides supervision on an individualized basis for students and their experience programs.

Section 5. Adult Vocational Education Programs

(1) Explains the need for programs for adults.

(2) Plans, organizes, and conducts an adult program.

(3) Develops a curriculum for adults.

(4) Utilizes effective method(s) in teaching adults.

(5) Selects and uses resource persons to teach specialized competencies.

(6) Supervises and follows up adult enrollees.

Section 6. Professional Role and Development

(1) Describes the role (past, present, and future predictions) of education (general and vocational) in America and uses knowledge to develop personal philosophy of education.

(2) Identifies the legal rights and responsibilities of school systems, teachers, and students and utilizes preventative practices.

(3) Describes how the local school system and the programs of vocational education are financed.

(4) Participates in professional organizations in promoting education and professional values.

(5) Develops long-range goals and plans for continued professional and technical development.

B. STANDARD HIGH SCHOOL CERTIFICATE
704 KAR 20:065

Section 1.

(1) The Standard High School Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [See note, page 20].

(2) The Standard High School Certificate shall be issued initially for a duration period of ten (10) years except that when the curriculum requirements were completed more than ten (10) years prior to the date of certificate issuance the provisions of 704 KAR 20:050, Section 2, shall apply. The certificate shall be extended for life upon three (3) years of successful teaching experience performed under a regular teaching certificate and completed prior to the expiration of the standard certificate. If the requirements for life extension have not been completed by the end of each ten (10) year period, the certificate may be renewed at the end of each ten (10) year period upon completion of two (2) years of successful teaching experience or upon six (6) semester hours graduate credit for each of the years required experience.

(3) The Standard High School Certificate shall be valid for teaching in grades seven (7) through twelve (12).

CURRICULUM STANDARDS TEC 41.0

Section 1.

The program of preparation for the Standard High School Certificate shall consist of a prerequisite of the qualifications for the Provisional High School Certificate and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

(1) The curriculum shall include a minimum of 30 semester hours of graduate credit or a minimum of 24 semester hours' graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

(2) A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:

(a) A general study of curriculum development.
(b) Research methodology.
(c) Advanced study in human growth and development.

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(d) The psychology of learning.
(e) A seminar in instruction devoted to methods of teaching.
(f) Foundations in education--sociological, psychological, philosophical, historical.

(3) A minimum of 12 semester hours in graduate credit shall be selected to strengthen the specialization of the secondary teacher and/or to further develop the general education background.

(4) The remaining 3 to 9 semester hours of graduate credit may be selected from other courses designed to strengthen the preparation of the teacher and based on the individual needs of the teacher.

XI. PROVISIONAL CERTIFICATE FOR TEACHING MUSIC
704 KAR 20:159

> No specific implementation date was adopted for this program; however, it is expected to become effective at the latest with the entering freshmen for 1982-83.

Section 1.

(1) The Provisional Certificate for Teaching Music shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Provisional Certificate for Teaching Music shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of the Planned Fifth-Year Program.

(3) The Provisional Certificate for Teaching Music shall be valid for teaching in grades kindergarten through twelve (12).

CURRICULUM STANDARDS, TEC 43.0

Section 1.
The program of preparation for the Provisional Certificate for Teaching Music shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a professional preparation component, and a specialization component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.
The professional preparation component for the Provisional Certificate for Teaching Music shall consist of a minimum of 24 semester hours' credit which shall include: Human Growth and Development and Learning Theory, 3 semester hours; Basic Concepts Concerning Education, 2 semester hours; Music Education Methods and Materials Appropriate for All Grade Levels; and Supervised Student Teaching. These four areas of preparation shall be defined as follows:

(1) Human Growth and Development and Learning Theory shall include a study of how children grow, learn, and develop socially, physically, emotionally, and mentally, a study of children's developmental patterns through

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adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(2) Basic Concepts Concerning Education shall include a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; and analysis of each phase of the school program including guidance services, library services, evaluation, and reporting on a systemwide, schoolwide, and on an individual basis.

(3) Music Education Methods and Materials Appropriate for All Grade levels and appropriate to the specialization option selected.

It was recommended by the Kentucky Association of College Music Departments and endorsed by the Kentucky Music Educators Association and by the Kentucky Council on Teacher Education and Certification that this section on methods include the following content:

An understanding of the social, physical, emotional, and mental development of pupils for all grade levels and the implications of this knowledge for teaching and learning music; understanding of the values of music for the individuals and society; curriculum development and evaluation in a systematic manner incorporating the basic elements of music (melody, rhythm, harmony, form, timbre, texture, style), the expressive qualities of music and technical skills necessary thereto, and music literature appropriate to the development of aesthetic sensitivity; all aspects of school; organization and management as pertaining to the music program, K-12.

(4) Supervised Student Teaching shall provide for a variety of experiences in the various functions of a teacher in the school and the community; experiences with children and young people in the learning process; experiences with various records necessary to the overall management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; and seminar correlated with the student teaching experiences. Professional laboratory experiences shall be provided at both the elementary and secondary school levels and in accordance with the specialization option selected.

Teacher candidates for the Provisional Certificate for Teaching Music are not subject to all of the competencies described in TEC 40.4 for the candidates for the Provisional High School Certificate. It is noted that a considerable amount of the professional education component for music education is the same as that for the Provisional High School Certificate and to that extent teacher candidates in music education will be subject to that portion of the competencies listed in TEC 40.4. The regulations and standards for the Provisional Certificate for Teaching Music were derived for the most part from a recommendation dated April 22, 1976, from the Kentucky Association of College Music Departments which was also endorsed by the Kentucky Music Educators Association. It is recommended that the KACMD document be used as a further guide and reference in developing the professional education component.

Section 3.

(1) The specialization portion of the curriculum for the Provisional Certificate for Teaching Music shall consist of an area of concentration selected from one of the following options and following the specialization competencies as outlined further in this section:

(a) Option I - An area of concentration in instrumental music to include a minimum of 48 semester hours' credit following the specialization competencies as outlined in Section 3. (2).

(b) Option II - An area of concentration in vocal music to include a minimum of 48 semester hours credit following the specialization competencies as outlined in Section 3. (2).

(c) Option III - An area of concentration in a combination of instrumental and vocal music based upon Option I plus a 12-semester-hour-endorsement program from instrumental music for a minimum total of 60 semester hours' credit in music.

(2) The preparation of the musician-teacher shall provide for the attainment of specialization competencies in the two categories of basic musicianship, including a knowledge of the materials of music and in the development of musical performance as follows:

(a) Preparation in basic musicianship shall include the competencies enumerated below and are to be developed by courses appropriately selected from music theory, harmony, ear training, comprehensive musicianship, form analysis, orchestration, arranging counterpoint, composition, conduction, history of music, literature of music:

1. A functional knowledge of the language and grammar of music.

2. The ability to hear and grasp the basic elements of musical compositions--rhythmic, melodic, and harmonic.

3. An understanding of the methods by which music is conceived, constructed, and scored.

4. A knowledge of the development of the art of music.

5. An intimate acquaintance with a variety of music literature including forms and idioms from the principal periods.

6. The development of a basis for musical taste and discrimination.

(b) Preparation in musical performance shall include the competencies enumerated below and are to be developed by experiences appropriately selected from private instruction in the principal performing field, class or private instruction in appropriate secondary fields, classes in conducting, comprehensive musicianship, and participation in large and small ensembles;

1. Technical facility and depth of repertoire in the principal applied field sufficient to meet the needs of artistic self-expression and demonstration.

2. Functional ability in those applied fields, keyboard, vocal and instrumental, appropriate to the student's future teaching needs.

3. Thorough understanding of musical interpretation.

4. Appreciation of the values and understanding of the problems of musical groups through effective participation.

5. Ability to conduct musical rehearsals and performances.

6. Fluency in vocal and instrumental sight reading.

XII. EXTENDING THE VALIDITY OF ELEMENTARY AND HIGH SCHOOL CERTIFICATES

A. ENDORSEMENT OF HIGH SCHOOL CERTIFICATE FOR CLASSROOM TEACHING AT THE ELEMENTARY SCHOOL LEVEL
704 KAR 20:095

Section 1.
An endorsement for classroom teaching at the elementary school level shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for classroom teaching at the high school level and who has completed the approved program of preparation for the elementary endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

CURRICULUM STANDARDS, TEC 27.0

Section 1.
The program of preparation for the further endorsement for classroom teaching at the elementary school level of a certificate valid for classroom teaching at the high school level shall include the following:

(1) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(2) Mathematics for the elementary school teacher--a two-course undergraduate sequence or one graduate course.

(3) Fundamental processes and learning materials--Preparation in this area should include a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Children's literature.

(5) School art and/or school music.

(6) Student teaching or laboratory experience with elementary school children for a period of not less than six (6) weeks (full day). An alternate program may be developed for teachers who have completed at least one year of full-time teaching.

Credit for the following courses must be earned in residence or in off-campus study centers: Child Growth and Development, Fundamentals of Elementary Education, Teaching Reading, Children's Literature, Public School Art, and Public School Music. Credit earned by correspondence in these courses is not acceptable for certification purposes.

The Standard Elementary Certificate is based upon completion of a year of advanced study beyond the requirements for the elementary endorsement and in keeping with the curriculum requirements specified in Chapter VIII, part B.

B. ENDORSEMENT OF HIGH SCHOOL CERTIFICATE FOR TEACHING IN THE MIDDLE GRADES

704 KAR 20:078

Section 1.
An endorsement for classroom teaching in the middle grades 5-9, shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for classroom teaching at the high school level and who has completed the approved program of preparation for the middle grades endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

CURRICULUM STANDARDS, TEC 31.0

Section 1.
The program of preparation for the further endorsement for classroom teaching in the middle grades of a certificate valid for classroom teaching at the high school level shall include the completion of the following:

(1) One of the middle grade teaching fields, with a minimum of 24 semester hours' credit, as specified in the curriculum standards for the certification of teachers in the middle grades.

(2) A course in the teaching of reading with emphasis on reading in the content areas, reading as a developmental process, readability of materials, and diagnostic and remedial techniques.

(3) A course in human growth and development which provides for a depth of study with emphasis on pupils in the age range encompassed by the middle grades.

(4) A course dealing with the middle grades to include a basic study of the philosophy, organizational patterns, and curriculum concepts relating to the middle grades.

(5) Laboratory experiences working directly with pupils in the middle grades.

C. ENDORSEMENT OF ELEMENTARY SCHOOL CERTIFICATION FOR TEACHING AT THE SECONDARY SCHOOL LEVEL

704 KAR 20:075

Section 1.
An endorsement for teaching at the secondary school level shall be issued to an applicant who holds a certificate valid for classroom teaching at the elementary school level, and who has completed a course in the Fundamentals of Secondary Education and a secondary teaching major or minor as attested by the preparing institution and selected only from the secondary teaching specialties currently recognized for high school certification.

> The Standard High School Certificate is based upon the completion of a year of advanced study beyond the requirements for the Provisional High School Certificate and in keeping with the specific curriculum requirements. In order for the holder of an elementary certificate to qualify for a Provisional High School Certificate the endorsement plan listed above should be followed, but the specialization should include either a teaching major or an area of concentration--the teaching minor would not be sufficient. An additional year of advanced study would then be required to qualify for the Standard High School Certificate.

D. ENDORSEMENT OF ELEMENTARY CERTIFICATE FOR TEACHING IN THE MIDDLE GRADES

704 KAR 20:076

Section 1.
An endorsement for classroom teaching in the middle grades, 5-9, shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for classroom teaching in the elementary grades and who has completed the approved program of preparation for the middle grades endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

CURRICULUM STANDARDS TEC 28.0

Section 1.
The program of preparation for the further endorsement for classroom teaching in the middle grades of a certificate valid for classroom teaching in the elementary grades shall include the completion of the following:

(1) One of the middle grade teaching fields, with a minimum of 24 semester hours credit, as specified in the curriculum standards for the certification of teachers in the middle grades.

(2) A course in human growth and development which provides for a depth of study with emphasis on pupils in the age range encompassed by the middle grades.

(3) A course dealing with the middle grades to include a basic study of the philosophy, organizational patterns, and curriculum concepts relating to the middle grades.

(4) Laboratory experiences working directly with pupils in the middle grades.

E. ENDORSEMENT OF HIGH SCHOOL CERTIFICATE IN PHYSICAL EDUCATION FOR TEACHING PHYSICAL EDUCATION AT THE ELEMENTARY SCHOOL LEVEL

704 KAR 20:175

Section 1.
An endorsement for teaching physical education at the elementary school level, grades K-8, shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for teaching physical education at the high school level and who has completed the approved program of preparation for the elementary physical education endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

Section 2.
A one (1) year endorsement may be made upon completion of at least six (6) semester hours credit selected from the endorsement plan; subsequent one (1) year endorsements may be made upon completion of six (6) semester hours additional credit selected from the endorsement plan.

CURRICULUM STANDARDS TEC 30.0

Section 1.
The program of preparation for the further endorsement for teaching physical education at the elementary school level, grades K-8, of a certificate valid for teaching physical education at the high school level shall consist of the following:

(1) Nine (9) semester hours credit in physical education specifically for the elementary school level.

(2) A course dealing with the Fundamentals of Elementary Education or a course in Curriculum Development with emphasis on the elementary school level.

(3) A course in the Materials and Methods of Teaching Physical Education at the Elementary School Level.

(4) A course in Child Growth and Development dealing with the elementary school age child.

F. EXTENDING THE VALIDITY OF HIGH SCHOOL CERTIFICATION IN ART FOR TEACHING ART AT THE ELEMENTARY SCHOOL LEVEL

704 KAR 20:105

Section 1.
An endorsement for teaching art at the elementary school level shall be issued to an applicant who holds a certificate valid for teaching art at the secondary level, and who has completed:

(1) A course dealing with the elementary school curriculum.

(2) A course in the materials and methods of teaching art at the elementary school level.

(3) A course in child growth and development.

G. EXTENDING THE VALIDITY OF ELEMENTARY SCHOOL CERTIFICATION FOR TEACHING MUSIC AT THE ELEMENTARY SCHOOL LEVEL

704 KAR 20:161

Section 1.
An endorsement for teaching general school music at the elementary school level shall be issued to an applicant who holds a certificate valid for teaching at the elementary classroom school level and who has completed an approved program of at least twenty-four (24) semester hours concentration in music which shall include proficiency in piano sufficient to play simple accompaniments.

H. EXTENDING THE VALIDITY OF HIGH SCHOOL CERTIFICATION IN MUSIC FOR TEACHING MUSIC AT THE ELEMENTARY SCHOOL LEVEL

704 KAR 20:160

Section 1.
An endorsement for teaching music at the elementary school level shall be issued to an applicant who holds a certificate valid for teaching music at the secondary level, and who has completed:

(1) A course dealing with the elementary school curriculum.

(2) A course in the materials and methods of teaching music at the elementary school level.

(3) A course in child growth and development.

I. QUALIFICATIONS FOR TEACHERS ENGAGED IN EXPERIMENTAL PROGRAMS

704 KAR 20:125

Section 1.

The Superintendent of Public Instruction may approve an experimental program in new patterns or organization of instruction in the elementary school in which experienced high school teachers may be assigned to serve at the elementary school level in the experimental program provided:

(1) The local school superintendent submits to the Bureau of Instruction before July 15 a written proposal for the experimental program which shows the need for using successful high school personnel in the program.

(2) A commitment is made by the local school superintendent to submit a progress report at end of midterm (presumably by February 1) which includes an evaluation of the effectiveness of the teaching assignment.

(3) The proposal receives written approval by the Head of the Bureau of Instruction prior to the opening of the school term.

Section 2.

The qualifications of the high school teachers assigned to such experimental programs shall be ranked on the basis of their preparation and their high school certification.

XIII. TEACHING ENGLISH AS A SECOND LANGUAGE PREPARATION-CERTIFICATION

TEACHING ENGLISH AS A SECOND LANGUAGE ENDORSEMENT
704 KAR 20:275

Section 1.

(1) The endorsement for teaching English as a second language shall be issued in accordance with the pertinent Kentucky statutes and the State Board of Education regulations to an applicant who holds a teaching certificate based upon the completion of a four (4) year program of preparation for classroom teaching and who has completed the approved program of preparation for the endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel, as adopted by 704 KAR 20:005.

(2) The endorsement for teaching English as a second language shall be valid for the same teaching level as the teaching certificate used as a base for the endorsement and shall have the same duration period as the base certificate.

(3) The endorsement for teaching English as a second language shall be required whenever the instruction is offered for any portion of a basic unit at any grade level under the Foundation Law or whenever the credit for the instruction is counted at the secondary level for any portion of a Carnegie unit applied toward graduation requirements.

CURRICULUM STANDARDS, TEC 47.0

Section 1.

Effective with persons completing the program of preparation after September 1, 1984, the endorsement for teaching English as a second language shall include the following requirements:

(1) (a) For the elementary school level, a regular elementary classroom teaching certificate.

(b) For the secondary level, a secondary teaching certificate with specialization in English to the extent of a teaching major, a teaching minor, or an area of concentration.

(c) For the middle school or junior high level, either (a) or (b) above.

(2) A minimum of 12 semester hours credit to include:

(a) Linguistics (general understanding of the language learning process and products).

(b) Applied linguistics with specific study of second language acquisition; English as a second language assessment and diagnosis of proficiency; psycholinguistics; and sociolinguistics.

(c) Methods and materials for English as a second language instruction (including a requirement of thirty (30) clock hours field experience).

(d) Culture and society as influential in understanding language.

(3) A minimum of six (6) semester hours credit in a foreign language except that this requirement shall be waived for persons who can demonstrate fluency in a foreign language comparable to the proficiency level of the usual six (6) semester-hour credit courses.

(4) Proficiency in speaking English sufficient to provide a good model for the students who are learning the English language as defined by the Guidelines for Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States.

Section 2.
Effective upon the adoption of these standards and continuing until September 1, 1984, the program of preparation for the endorsement for teaching English as a second language shall require the provisions of Section 1 or the following:

(1) (a) For the elementary school level, a regular elementary classroom teaching certificate.

(b) For the secondary level, a secondary teaching certificate with specialization in English to the extent of a teaching major, a teaching minor or an area of concentration.

(c) For the middle school or junior high level, either (a) or (b) above.

(2) Two years of experience teaching English as a second language completed prior to September 1, 1984, with a minimum of two full class periods of the school day having been devoted to the teaching of English as a second language in formal classroom instruction.

(3) Completion of either six (6) semester hours credit selected from Section 1 (2) above or the completion of a minimum of twenty-four (24) clock hours of staff development participation in methods, materials, and issues in teaching English as a second language.

Section 3.
Subsequent to September 1, 1984, the endorsement may be earned only completing the curriculum requirements as stated in Section 1.

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XIV. READING SPECIALIST PREPARATION-CERTIFICATION

READING SPECIALIST ENDORSEMENT
704 KAR 20:180

Section 1.

(1) The endorsement for reading specialist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a teaching certificate based upon the completion of a four (4) year program of preparation, who has completed at least three (3) years of successful classroom teaching experience which may include one (1) year of equivalent clinical experience, and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The endorsement for reading specialist shall be valid for the same teaching level as the teaching certificate used as a base for the endorsement and shall have the same duration period as the base certificate.

CURRICULUM STANDARDS, TEC 50.0

Section 1.
The program of preparation for the endorsement for Reading Specialist shall consist of a master's degree with a minimum of 30 semester hours' graduate preparation according to the distribution and definition as described in this section.

(1) A minimum of 12 semester hours' credit in graduate level reading courses with at least one course in each of the following.

(a) Foundation or Survey of Reading: A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.

(b) Analysis of Reading and Related Communication Disorders and Practicum in the Evaluation of Reading and Related Communication Disorders: The content of this course or courses includes the causes of reading/communication disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; diagnosis of reading disability cases under supervision; report writing; clinical or laboratory experience.

(c) Correction of Reading and Communication Disorders and Practicum in Correction of Reading and Communication Disorders. The content of this course or courses includes the following: materials and techniques for correction of reading/communication disabilities; observation; treatment of reading disabilities under supervision; writing reports; clinical or laboratory experience.

(2) A minimum of 12 semester hours' credit selected from the following list of courses:

- (a) Measurement and/or evaluation
- (b) Child and/or adolescent psychology or development
- (c) Personality and/or mental hygiene
- (d) Educational psychology
- (e) Literature for children and/or adolescents
- (f) Linguistics
- (g) Research and the literature in reading
- (h) Communication
- (i) Technological media and instructional materials
- (j) Perception
- (k) Learning theories
- (l) Speech and hearing
- (m) Exceptional child

(3) A minimum of 6 semester hours credit selected as additional courses under (1) and (2) above or from the following list:

- (a) History of Education
- (b) Guidance
- (c) Curriculum
- (d) Research Methods
- (e) Sociology
- (f) Foundations of Education
- (g) Philosophy of Education

XV. DRIVER EDUCATION PREPARATION-CERTIFICATION

DRIVER EDUCATION ENDORSEMENT
704 KAR 20:115

Section 1.
An endorsement for teaching driver education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a provisional or standard teaching certificate and who has completed the approved program of preparation for the driver education endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

CURRICULUM STANDARDS, TEC 45.0

Section 1.
The program of preparation for the further endorsement for teaching driver education of a provisional or standard teaching certificate shall consist of a minimum of 12 semester hours' credit including the following preparation:

(1) Introduction to Safety Education

(2) Driver Education and Traffic Safety I (Basic)

(3) Driver Education and Traffic Safety II (Advanced)

(4) Advanced Studies in Driver Education

> This regulation establishes the guidelines by which the teacher education institution may develop a curriculum for the certificate endorsement for driver education. For certification in driver education a teacher should follow the approved curriculum in effect at the college or university rather than attempting to use this regulation as a check list for completing courses.

XVI. SCHOOL MEDIA LIBRARIAN PREPARATION-CERTIFICATION

A. PROVISIONAL CERTIFICATE FOR SCHOOL MEDIA LIBRARIAN
704 KAR 20:145

Section 1.

(1) The Provisional Certificate for School Media Librarian shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Provisional Certificate for School Media Librarian shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful experience as a media librarian within the duration period of the certificate and upon completion of the Planned Fifth-Year Program.

(3) The Provisional Certificate for School Media Librarian shall be valid for serving as media librarian in grades kindergarten through grade twelve (12).

Section 2.

The program of preparation for the Provisional Certificate for School Media Librarian shall become effective for persons intending to prepare for a position of professional school library services and who begin the preparation program during the 1975-76 school term and thereafter.

CURRICULUM STANDARDS, TEC 71.0

Section 1.

The program of preparation for the Provisional Certificate for School Media Librarian shall consist of a four-year program including the bachelor's degree and including a general education component, a professional preparation component, a school media librarian specialization component, and an academic specialization component as described in these standards. The general education component shall coincide with the standards included in General Education Component of Teacher Preparation.

Section 2.

The professional preparation component for the Provisional Certificate for School Media Librarian shall consist of a minimum of 26 semester hours' credit distributed as follows:

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(1) Human Growth and Development, and Educational Psychology--6 semester hours.

(2) Basic Concepts Concerning Education, and Curriculum Study from Kindergarten through grade twelve--6 semester hours.

(3) Teaching of Reading--6 semester hours.

(4) Supervised Practicum in a Media Center--8 semester hours.

Section 3.
The school media librarian specialization component of the curriculum for the Provisional Certificate for School Media Librarian shall consist of a major of at least 30 semester hours' credit including the following:

(1) Theory and function of school media organization and administration.

(2) The classification, cataloging, and processing of school instructional media.

(3) Printed and non-printed curriculum related media.

(4) Production of instructional media.

(5) Selection, evaluation, and use of media.

(6) Reference and bibliography.

(7) Literature for children, ages 1-10.

(8) Literature for adolescents, ages 11-14.

(9) Literature for young adults, ages 14 plus.

Section 4.
The academic specialization component for the Provisional Certificate for School Media Librarian shall consist of a 21-semester hour-academic minor or a concentration of 21 semester hours' credit in two academic subjects with not less than 9 semester hours' credit in each. Courses taken as a part of the general education component may be counted toward this academic specialization component.

B. PLAN FOR CLASSROOM TEACHERS TO QUALIFY AS SCHOOL MEDIA LIBRARIAN, TEC 71.1

Section 1.
The program of preparation for the Provisional Certificate for School Media Librarian for a person who qualifies for the Provisional Elementary Certificate shall consist of the following portions of the school media librarian curriculum.

(1) One course in general curriculum covering all grade levels or one course in secondary school curriculum--2 semester hours' credit.

(2) The school media librarian specialization major--30 semester hours credit.

(3) Supervised practicum in a media center for a period of not less than six (6) weeks (full day)--3 semester hours' credit. An alternate program may be developed for teachers who have completed at least one year of full-time teaching.

Section 2.
The program of preparation for the Provisional Certificate for School Media Librarian for a person who qualifies for the Provisional High School Certificate shall consist of the following portions of the school media librarian curriculum:

(1) One course in general curriculum covering all grade levels or one course in elementary school curriculum--2 semester hours' credit.

(2) Child growth and development and either educational psychology or learning theory--6 semester hours' credit.

(3) Teaching of reading--6 semester hours credit.

(4) The school media librarian specialization major--30 semester hours' credit.

(5) Supervised practicum in a media center for a period of not less than six (6) weeks (full day)--3 semester hours' credit. An alternate program may be developed for teachers who have completed at least one year of full-time teaching.

C. STANDARD CERTIFICATE FOR SCHOOL MEDIA SPECIALIST

704 KAR 20:150

Section 1.
(1) The Standard Certificate for School Media Specialist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Standard Certificate for School Media Specialist shall be issued initially for a duration period of ten (10) years except that when the curriculum requirements were completed more than ten (10) years prior to the date of certificate issuance the provisions of 704 KAR 20:050, Section 2, shall apply. The certificate shall be extended for life upon three (3) years of successful experience as a school media librarian or as a school media specialist completed prior to the expiration of the certificate. If the holder fails to meet the requirements for life extension by the end of the ten (10) year period the certificate may be renewed for another ten (10) year period on the basis of two (2) years of experience as a school media librarian or as a school media specialist or on the basis of four (4) semester hours additional graduate credit for each of the years of required experience.

(3) The Standard Certificate for School Media Specialist may be endorsed to include the qualifications for school media librarian and shall be valid for serving as a school media librarian or as a school media specialist.

CURRICULUM STANDARDS, TEC 72.0

Section 1.
The program of preparation for the Standard Certificate for School Media Specialist shall consist of a prerequisite of the qualifications for either the Provisional Certificate for School Media Librarian or other certification as a twelve-grade librarian and in addition thereto, the completion of the master's degree in a standard graduate school and the following curriculum standards:

(1) Research methodology, 3 semester hours.

(2) Graduate level specialization in media-library study, 15-21 semester hours.

(3) Graduate lev[illegible]reparation in professional education or cognate academic study, 6-12 [illegible]mester hours.

D. ENDORSEMENT OF TEACHING CERTIFICATES FOR SCHOOL MEDIA LIBRARIAN 704 KAR 20:146

Section 1.
A certificate that is valid for classroom teaching at the elementary school level may be endorsed for the position of elementary school media librarian upon completion of:

(1) An approved twenty-four (24) semester hour curriculum covering the specialization component for school media librarian;

(2) Supervised practice in a media center as set forth in the State Plan for the Approval of Preparation Programs [see note, page 20] as described in 704 KAR 20:005, TEC 12--three (3) semester hours credit.

Section 2.
A certificate that is valid for classroom teaching at the high school level may be endorsed for the position of high school media librarian upon completion of:

(1) An approved twenty-four (24) semester hour curriculum covering the specialization component for school media librarian;

(2) Supervised practice in a media center as set forth in the State Plan for the Approval of Preparation Programs [see note, page 20] as described in 704 KAR 20:005, TEC 12--three (3) semester hours credit;

(3) One (1) course in the Teaching of Reading.

E. ENDORSEMENT OF LIBRARIAN CERTIFICATION FOR ALL TWELVE GRADES
704 KAR 20:140

Section 1.
A certificate valid for the position of high school librarian may be further endorsed for the position of elementary school librarian upon completion of at least six (6) semester hours credit including the Teaching of Reading and the Elementary School Curriculum.

Section 2.
A certificate valid for the position of elementary school librarian may be further endorsed for the position of high school librarian upon completion of a three (3) semester hour course dealing with the Secondary School Curriculum.

> The endorsement plans described in 704 KAR 20:140 apply only to the older types of certificates valid for school librarian. Should a person qualify as a school media librarian under 704 KAR 20:146 and later desire to extend the validity to all twelve grades the only avenue is to complete the remainder of the requirements for school media librarian as described in 704 KAR 10:145.

F. RECRUITMENT PLAN FOR POSITION OF SCHOOL MEDIA LIBRARIAN
704 KAR 3:030 (6)

If a fully certified person is not available for the position of school media librarian as attested by the local school superintendent, he, on behalf of the local board of education, may request a one (1) year approval for the assignment of a classroom teacher who is certified for the same grade levels as the anticipated school media librarian position and who has completed at least eight (8) semester hours credit from the endorsement program for school media librarians. Once assigned to the position the teacher may be reapproved on an annual basis upon completion of an additional eight (8) semester hours each year until the total endorsement program is completed. A letter of request for such approval shall be submitted by the local school superintendent to the Division of Teacher Education and Certification.

XVII. TEACHERS OF EXCEPTIONAL CHILDREN PREPARATION-CERTIFICATION

A. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN--LEARNING AND BEHAVIOR DISORDERS

704 KAR 20:235

> Teachers of exceptional children--learning and behavior disorders are to be prepared for assignments with exceptional children formerly categorized as educable mentally retarded, emotionally disturbed, orthopedically handicapped, neurologically impaired, perceptually handicapped, or learning disabled.
>
> Competencies and content provided would equip graduates to function in the areas of (1) diagnostic/prescriptive support for regular class teachers, (2) specialized resource room teacher, and (3) specialized self-contained classroom teacher. Persons certified at the entry level would hold certification for teaching exceptional children on a multi-level basis, i.e., early childhood through secondary. --Kentucky Council on Teacher Education and Certification

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel as adopted in 704 KAR 20:005.

(2) The Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth-Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall be valid at any grade level for the instruction of exceptional children with learning and behavior disorders and as a Provisional Elementary Certificate valid for classroom teaching in grades one (1) through eight (8).

(4) The Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall be issued for a one (1) year period to an applicant who holds the Provisional Elementary Certificate or any other certificate of similar validity for elementary classroom teaching and who has completed at least six (6) semester hours credit from the special education component of the approved curriculum.

As a prerequisite, the certificate application shall be accompanied by a statement from the superintendent of the local school district declaring that an emergency exists as described in the regulations governing emergency teacher certification (704 KAR 20:120) and also describing the special supervisory services that will be provided for this teaching position. The certificate may be renewed for no more than three (3) subsequent one (1) year periods upon completion of a minimum of six (6) semester hours additional credit each year after which time the teacher must qualify by having completed the entire curriculum.

(5) (a) The Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders, limited in validity to grades seven (7) through twelve (12), may be issued to an applicant who holds the Provisional High School Certificate or any other certificate of similar validity for secondary classroom teaching and who has completed the approved special education component of twenty-seven (27) semester hours for learning and behavior disorders and in addition thereto, two (2) sequential courses in the teaching of reading and two (2) courses in mathematics for elementary school teachers.

> See also page 61 for the provision for allowing preparation in LBD to count as an undergraduate major toward a Provisional High School Certificate.

(b) The Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders, valid for grades seven (7) through twelve (12), may be issued for a one (1) year period to an applicant who holds the Provisional High School Certificate or any other certificate of similar validity for secondary classroom teaching and who has completed at least six (6) semester hours credit from the special education component of the curriculum described above and a three (3) semester hour course in reading. As a prerequisite, the certificate application shall be accompanied by a statement from the superintendent of the local school district declaring that an emergency exists as described in the regulations governing emergency teacher certification (704 KAR 20:120) and also describing the special supervisory services that will be provided for this teaching position. The certificate may be renewed for subsequent one (1) year periods upon completion of at least six (6) semester hours credit each year from the approved curriculum.

CURRICULUM STANDARDS, TEC 60.0

Section 1.
The program of preparation for the Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

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Section 2.
The related studies component shall include 12 semester hours' credit distributed as follows: School music--3 semester hours; School art--3 semester hours; and Mathematics for elementary school teachers--6 semester hours.

Section 3.
The special education component for the Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall consist of a minimum of 27 semester hours' credit to include the following content.

(1) Core Requirements, 18 semester hours.

(a) Survey of special education shall include:
  1. Definitions and descriptions of exceptional children.
  2. Overviews of special education programs.
  3. School and community resources.
  4. Research findings related to exceptional children and youth.
  5. Survey of speech disorders.
  6. Language development and disabilities.

(b) Special education methods and materials shall include:

  1. Curriculum development for exceptional children.
  2. Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children.
  3. Procedures for developing language in exceptional children.
  4. Adaptive physical education and recreation.
  5. Classroom management of exceptional children.
  6. Utilization of prosthetic devices and equipment to overcome educational and physical disabilities.
  7. Techniques for observing and recording classroom behavior.
  8. Implementation and evaluation of special education instructional and management programs.
  9. Utilization of educational media and technology.
  10. Development and evaluation of special education instructional materials.

(c) Special education instructional programs shall include:

  1. Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings.
  2. Special education planning, scheduling, record keeping, reporting, and program evaluation.
  3. Inter-personal relationships.
  4. Utilization of special education support services.
  5. Working with parents of exceptional children.
  6. Special education professional development.

(d) Special education early childhood programs shall include:

1. Curriculum modifications for pre-school exceptional children.
2. Methods and materials for pre-school education of exceptional children.
3. Concept and social development of pre-school exceptional children.

(e) Career education for exceptional children shall include:

1. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment.
2. Establishing and implementing work-study programs.
3. Vocational and career education instructional methods and materials.
4. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment.

(2) Area Requirements, 9 semester hours.

(a) Educational assessment of children with learning and behavior disorders shall include:

1. Principles of educational testing and measurement.
2. Administration of formal and informal tests to determine specific educational strengths and deficits of children with learning and behavior disorders.
3. Educationally relevant characteristics of children with learning and behavior disorders.
4. Interpretation of educational assessments of children with learning and behavior disorders.

(b) Prescriptive programming for children with learning and behavior disorders shall include:

1. Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of children with learning and behavior disorders.
2. Curriculum design for children with learning and behavior disorders.
3. Analysis and application of instructional materials used with children with learning and behavior disorders.

(c) Field experiences with children with learning and behavior disorders shall include supervised pre-student teaching experiences with children with learning and behavior disorders, such as observation, tutoring, or serving as a teacher aide.

Section 4.
The professional education component for the Provisional Certificate for Teachers of Exceptional Children--Learning and Behavior Disorders shall consist of a minimum of 35 semester hours' credit to include the following content.

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a systemwide, schoolwide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Teaching in Early Childhood Programs shall include techniques, methods, and materials for designing and implementing educational programs for pre-school children; emphasis shall be on language development, social skills, and concept development.

(5) Supervised Student Teaching shall consist of 12 semester hours' credit which shall include; experiences with normal children in regular classroom instruction; experiences with children with learning and behavior disorders; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

B. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN--TRAINABLE MENTALLY HANDICAPPED

704 KAR 20:245

> It is recognized that there will be some children, who, as a result of low measured intelligence and/or a variety of reasons, cannot cope with the regular classroom environment and must have long-term small class placement with intensive individual instruction. Teachers prepared for this area must have an understanding of the varying strategies available for utilization with the pupil who is classified as moderately and severely mentally handicapped.
>
> Preparation of personnel in the area of trainable mentally handicapped should include components of the program for learning and behavior disorders with specialized preparation specific to the moderately and severely trainable mentally handicapped. These specialized components are required by the particular student and curricular characteristics.
> -- Kentucky Council on Teacher Education and Certification

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel as adopted in 704 KAR 20:005.

(2) The Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth-Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped shall be valid at any grade level for the instruction of exceptional children who are trainable mentally handicapped and as a Provisional Elementary Certificate valid for classroom teaching in grades one (1) through eight (8).

(4) The Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped shall be issued for a one (1) year period to an applicant who holds the Provisional Elementary Certificate or any other certificate of similar validity for elementary classroom teaching and who has completed at least six (6) semester hours credit from the special education component of the approved curriculum. As a prerequisite, the certificate application shall be accompanied by a statement from the superintendent of the local school district declaring

that an emergency exists as described in the regulations governing emergency teacher certification (704) KAR 20:120) and also describing the special supervisory services that will be provided for this teaching position. The certificate may be renewed for no more than three (3) subsequent one (1) year periods upon completion of a minimum of six (6) semester hours additional credit each year after which time the teacher must qualify by having completed the entire curriculum.

CURRICULUM STANDARDS,TEC 61.0

Section 1.
The program of preparation for the Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.
The related studies component shall include 12 semester hours' credit distributed as follows: School music--3 semester hours; School art--3 semester hours; and Mathematics for elementary school teachers--6 semester hours.

Section 3.
The special education component for the Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped shall consist of a minimum of 27 semester hours' credit to include the following content.

(1) Core Requirements, 18 semester hours.

(a) Survey of special education shall include:
1. Definitions and descriptions of exceptional children.
2. Overviews of special education programs.
3. School and community resources.
4. Research findings related to exceptional children and youth.
5. Survey of speech disorders.
6. Language development and disabilities.

(b) Special education methods and materials shall include:

1. Curriculum development for exceptional children.
2. Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children.
3. Procedures for developing language in exceptional children.
4. Adaptive physical education and recreation.
5. Classroom management of exceptional children.
6. Utilization of prosthetic devices and equipment to overcome educational and physical disabilities.
7. Techniques for observing and recording classroom behavior.
8. Implementation and evaluation of special education instructional and management programs.
9. Utilization of educational media and technology.

10. Development and evaluation of special education instructional materials.

(c) Special education instructional programs shall include:

1. Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings.
2. Special education planning, scheduling, record keeping, reporting, and program evaluation.
3. Inter-personal relationships.
4. Utilization of special education support services.
5. Working with parents of exceptional children.
6. Special education professional development.

(d) Special education early childhood programs shall include:

1. Curriculum modifications for pre-school exceptional children.
2. Methods and materials for pre-school education of exceptional children.
3. Concept and social development of pre-school exceptional children.

(e) Career education for exceptional children shall include:

1. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment.
2. Establishing and implementing work-study programs.
3. Vocational and career education instructional methods and materials.
4. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment.

(2) Area Requirements, 9 semester hours.

(a) Educational assessment of trainable mentally handicapped children shall include:

1. Principles of educational and developmental testing and measurement.
2. Administration of formal and informal tests to determine the specific developmental strengths and deficits of trainable mentally handicapped children.
3. Educationally relevant characteristics of trainable mentally handicapped children.
4. Interpretation of educational and developmental assessments of trainable mentally handicapped children.

(b) Prescriptive programming for trainable mentally handicapped children shall include:

1. Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of trainable mentally handicapped children.
2. Curriculum design for trainable mentally handicapped children.
3. Analysis and application of instructional materials used with trainable mentally handicapped children.

(c) Field experiences with trainable mentally handicapped children shall include supervised pre-student teaching experiences with trainable mentally handicapped children, such as observation, tutoring, or serving as a teacher aide.

Section 4.
The professional education component for the Provisional Certificate for Teachers of Exceptional Children--Trainable Mentally Handicapped shall consist of a minimum of 35 semester hours' credit to include the following content:

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a systemwide, schoolwide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Teaching in Early Childhood Programs shall include techniques, methods, and materials for designing and implementing educational programs for pre-school children; emphasis shall be on language development, social skills, and concept development.

(5) Supervised Student Teaching shall consist of 12 semester hours' credit which shall include: experiences with normal children in regular classroom instruction; experiences with trainable mentally handicapped children; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

C. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN--SPEECH AND COMMUNICATION DISORDERS

704 KAR 20:240

Since human interaction and learning is so highly dependent upon effective communication, it is to be expected that academic performance will be influenced by disorders of communication, i.e., speech, language, and hearing. Training of personnel in the area of speech pathology and audiology must, therefore, include information relative to normative aspects of communication as well as disorders of communication that are frequently found in children. Specific emphasis must be given to techniques of evaluating and managing developmental disorders of articulation, developmental disorders of language and stuttering. While fundamental concepts are introduced through didactic instruction considerable practical experience must be gained in the clinical laboratories dealing with individual and group therapy for children.

The baccalaureate program provides a basis for continuing studies in other categories of communication disabilities occurring less frequently in children and communication disabilities common to adults. --Kentucky Council on Teacher Education and Certification

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children--Speech and Communication Disorders shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Provisional Certificate for Teachers of Exceptional Children--Speech and Communication Disorders shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth-Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children--Speech and Communication Disorders shall be valid at any grade level for the instruction of exceptional children with speech and communication disorders.

CURRICULUM STANDARDS, TEC 62.0

Section 1.
The program of preparation for the Provisional Certificate for Teachers of Exceptional Children--Speech and Communication Disorders shall consist of a four-year program including the bachelor's degree and including a general education component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.
The special education component for the Provisional Certificate for Teachers of Exceptional Children--Speech and Communication Disorders shall consist of a minimum of 36 semester hours' credit to include the following preparation.

(1) Introduction to exceptional children shall include: definitions and description of exceptional children; an overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

(2) Anatomy and physiology shall include 3 semester hours' credit in description of anatomical structures and their functions as they support speech, language, and hearing; attention given to processes of respiration, phonation, resonance, articulation, audition, and neural control.

(3) Speech, development, phonetics, psycholinguistics shall include 3 semester hours' credit in description of speech and language acquisition in normal children; 3 semester hours' credit in overview of the physical characteristics of sound production and description of phonetic properties of speech with emphasis on use of the International Phonetic Alphabet.

(4) Hearing disorder and rehabilitation to include at least 6 semester hours' credit in characteristics of auditory dysfunctions and techniques of evaluating and managing auditory disabilities.

(5) Language disorders and rehabilitation to include at least 6 semester hours' credit in characteristics of developmental disorders of language and techniques of evaluating and managing developmental language disorders.

(6) Speech pathology to include at least 12 semester hours' credit in introduction, characteristics, diagnosis and management of articulation, stuttering and voice disorders.

Section 3.
The professional preparation component for the Provisional Certificate for Teachers of Exceptional Children--Speech and Communication Disorders shall consist of practicum experience and a minimum of 9 semester hours as described below.

(1) Basic Concepts Concerning Education shall include: A study of teaching as a profession; the purpose of education in a democracy; an analysis of the

functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a systemwide, schoolwide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Introduction to psychology shall include: overview of the study of human behavior including, but not limited to, simple conditioning, perception, and learning.

(4) Practicum shall include: at least 150 clock hours' direct client experience and successful school experience as defined by the training institution.

D. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN--HEARING IMPAIRED

704 KAR 20:230

The teacher of the hearing impaired should have the general competence to identify and evaluate resulting educational problems in all individuals from infancy through adulthood. The certified teacher, then is expected to have a broad general knowledge of the field, with special abilities as a teacher for hearing impaired pupils.

Preparation programs must provide training appropriate for educational responsibilities to the categorical areas of deaf and hard of hearing. Competencies and content provided should equip graduates to function in the areas of (1) diagnostic/prescriptive support for regular class teachers, (2) specialized resource room teacher, and (3) specialized self contained classroom teacher. Teachers certificated at the entry level should hold certification on a multi-level basis, i.e., pre-school through secondary.
--Kentucky Council on Teacher Education and Certification

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel as adopted in 704 KAR 20:005.

(2) The Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth-Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired shall be valid at any grade level for the instruction of exceptional children who are hearing impaired and as a Provisional Elementary Certificate valid for classroom teaching in grades one (1) through eight (8).

(4) The Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired shall be issued for a one (1) year period to an applicant who holds the Provisional Elementary Certificate or any other certificate of similar validity for elementary classroom teaching and who has completed at least six (6) semester hours credit from the special education component of the approved curriculum. As a prerequisite, the certificate application shall be accompanied by a statement from the superintendent of the local school district declaring that an emergency exists as described in the regulations governing emergency teacher certification (704 KAR 20:120) and also describing the special supervisory services that will be provided for this teaching position. The certificate may be renewed for no more than three (3) subsequent one (1) year periods upon completion of a minimum of (6) semester hours additional credit each year after which time the teacher must qualify by having completed the entire curriculum.

CURRICULUM STANDARDS, TEC 63.0

Section 1.
The program of preparation for the Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.
The related studies component shall include 12 semester hours' credit distributed as follows: School music--3 semester hours; School art--3 semester hours; and Mathematics for elementary school teachers--6 semester hours.

Section 3.

The special education component for the Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired shall consist of a minimum of 33 semester hours' credit to include the following preparation.

(1) Core Requirements, 18 semester hours.

(a) Survey of special education shall include:

1. Definitions and descriptions of exceptional children.
2. Overviews of special education programs.
3. School and community resources.
4. Research findings related to exceptional children and youth.
5. Survey of speech disorders.
6. Language development and disabilities.

(b) Special education methods and materials shall include:

1. Curriculum development for exceptional children.
2. Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children.
3. Procedures for developing language in exceptional children.
4. Adaptive physical education and recreation.
5. Classroom management of exceptional children.
6. Utilization of prosthetic devices and equipment to overcome educational and physical disabilities.
7. Techniques for observing and recording classroom behavior.
8. Implementation and evaluation of special education instructional and management programs.
9. Utilization of educational media and technology.
10. Development and evaluation of special education instructional materials.

(c) Special education instructional programs shall include:

1. Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings.
2. Special education planning, scheduling, record keeping, reporting, and program evaluation.
3. Inter-personal relationships.
4. Utilization of special education support services.
5. Working with parents of exceptional children.
6. Special education professional development.

(d) Special education early childhood programs shall include:

1. Curriculum modifications for pre-school exceptional children.
2. Methods and materials for pre-school education of exceptional children.
3. Concept and social development of pre-school exceptional children.

(e) Career education for exceptional children shall include:

1. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment.
2. Establishing and implementing work-study programs.
3. Vocational and career education instructional methods and materials.
4. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment.

(2) Area Requirements, 15 semester hours.

(a) Educational assessment of hearing impaired children shall include:

1. Principles of educational testing and measurement.
2. Administration of formal and informal tests to determine specific educational strengths and deficits of hearing impaired children.
3. Educationally relevant characteristics of hearing impaired children.
4. Interpretation of educational assessments of hearing impaired children.
5. Introduction to audiology, with emphasis on anatomy of the ear.
6. Causes and types of hearing impairment.
7. Interpretation of audiometric tests.

(b) Prescriptive programming for hearing impaired children shall include:

1. Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of hearing impaired children.
2. Curriculum design for hearing impaired children.
3. Analysis and application of instructional materials used with hearing impaired children.
4. Teaching of academic subjects to the hearing impaired.
5. Methods of communication for the hearing impaired (oral, total/combined, manual).
6. Speech for the hearing impaired.
7. Language for the hearing impaired.
8. Aural rehabilitation.

(c) Field experiences with hearing impaired children shall include supervised pre-student teaching experiences with hearing impaired children, such as observation, tutoring, or serving as a teacher aide.

Section 4.
The professional education component for the Provisional Certificate for Teachers of Exceptional Children--Hearing Impaired shall consist of a minimum of 35 semester hours' credit to include the following content.

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a systemwide, schoolwide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating 2 semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Teaching in Early Childhood Programs shall include techniques, methods, and materials for designing and implementing educational programs for pre-school children; emphasis shall be on language development, social skills, and concept development.

(5) Supervised Student Teaching shall consist of 12 semester hours' credit which shall include: experiences with normal children in regular classroom instruction; experiences with hearing impaired children; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

E. ENDORSEMENT FOR TEACHINC HEARING IMPAIRED PUPILS
704 KAR 20:229

Section 1.

(1) The endorsement for teaching hearing impaired pupils shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds either the Provisional Elementary Certificate, the Provisional Certificate for Teaching in the Middle Grades, or the Provisional High School Certificate and who has completed the approved program of preparation which corresponds to this

endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel as adopted in 704 KAR 20:005.

(2) The endorsement for teaching hearing impaired pupils shall be valid for the same grade levels as the teaching certificate used as a base for the endorsement and shall have the same duration period as the base certificate except that the elementary certificate shall be valid for kindergarten through grade eight (8).

(3) A one (1) year endorsement for teaching hearing impaired pupils, valid for the same grade level as the teaching certificate used as a base for the endorsement, shall be issued upon completion of six (6) semester hours credit from the approved curriculum. As a prerequisite, the certificate application shall be accompanied by a statement from the superintendent of the local school district declaring that an emergency exists as described in the regulations governing emergency teacher certification (704 KAR 20:120) and also describing the special supervisory services that will be provided for this teaching position. The endorsement may be renewed for no more than three (3) subsequent one (1) year periods upon completion of a minimum of six (6) semester hours additional credit each year after which time the teacher must qualify by having completed the entire curriculum.

CURRICULUM STANDARDS, TEC 63.5

The program of preparation for the endorsement for teaching hearing impaired pupils shall consist of a minimum of 33 semester hours' credit to include the following:

(1) Survey of exceptional children shall include: definitions and descriptions of exceptional children; an overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

(2) Foundations of education of the hearing impaired shall include: philosophical approaches to education of the hearing impaired, psychological characteristics of deaf and hard-of-hearing populations, social adaptation of the hearing impaired, historical background of the education of the hearing impaired, present and past trends, problems, and issues in the education of the hearing impaired.

(3) Speech science and audiology shall include: study of the physical characteristics of the speech and hearing mechanisms, the physical dimensions of sound, the psycho-acoustic aspects of sound, and the relationships among these areas.

(4) Language and communication shall include: theoretical and practical aspects of the development, evaluation, and improvement of the hearing impaired child's receptive and expressive language and his communication skills.

(5) Curriculum and instruction shall include: educational assessment and prescriptive programming, development and adaptation of curriculum materials and instructional procedures including the use of media and instructional technology to fit the special educational needs of hearing impaired children.

(6) Career education of the hearing impaired child shall include: general career planning and those elements of career and job selection which are influenced by the presence of hearing impairment.

(7) Practicum shall include: observation, participation, clinical practice, and pre-student teaching experiences.

(8) Student teaching shall include directed classroom and clinical teaching experience with hearing impaired students at one (1) or more levels under the supervision of a practicum coordinator and/or a cooperating teacher for a minimum of two hundred fifty (250) clock hours which shall include a period of not less than six (6) weeks (full day). An alternate program may be developed for teachers who have completed at least one (1) year of full-time teaching.

F. ENDORSEMENT FOR TEACHING VISUALLY IMPAIRED PUPILS
704 KAR 20:255

> Teacher preparation and certification programs in the area of the visually impaired should provide prospective teachers both cognitive aspects and experiential activities in order that they may provide appropriate educational services and resources to both students and public school classroom teachers. The term visually impaired refers to both blind and partially sighted individuals.
>
> Teachers in this area should have a background in both regular and special education with professional preparation in visually impaired. Since most children who are visually impaired can be successfully included in the regular classroom, the teacher preparation program should stress skills in the basic school subjects at either the elementary or secondary level, expertise in preparing innovative instructional programs in order to provide modified instructional procedures geared to the visually impaired, and skill in consulting with parents and teachers of visually impaired children. --Kentucky Council on Teacher Education and Certification

Section 1.

(1) The endorsement for teaching visually impaired pupils shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds either the Provisional Elementary Certificate, the Provisional Certificate for Teaching in the Middle Grades, or the Provisional High School Certificate and who has completed the approved program of preparation which corresponds to this endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel as adopted in 704 KAR 20:005.

(2) The endorsement for teaching visually impaired pupils shall be valid for the same grade levels as the teaching certificate used as a base for the endorsement and shall have the same duration period as the base certificate.

(3) A one (1) year endorsement for teaching visually impaired pupils, valid for the same grade level as the teaching certificate used as a base for the endorsement, shall be issued upon completion of six (6) semester hours credit from the approved curriculum. As a prerequisite, the certificate application shall be accompanied by a statement from the superintendent of the local school district declaring that an emergency exists as described in the regulations governing emergency teacher certification (704 KAR 20:120) and also describing the special supervisory services that will be provided for this teaching position. The endorsement may be renewed for no more than three (3) subsequent one (1) year periods upon completion of a minimum of six (6) semester hours additional credit each year after which time the teacher must qualify by having completed the entire curriculum.

CURRICULUM STANDARDS, TEC 64.0

Section 1.
The program of preparation for the endorsement for teaching visually impaired pupils shall consist of a minimum of 21 semester hours' credit to include the following.

(1) Introduction to exceptional children shall include: definitions and descriptions of exceptional children; an overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

(2) The human eye: perceptual alternatives shall include: consideration of the general process of perception; understanding of the way in which perceptual systems actively search for and interpret stimulation in order to acquire information about the environment in which the organism operates; the different perceptual systems (visual, auditory, haptic, proprioceptive) and their joint and cooperative functioning in the intact human.

(3) Communication skills: alternatives for the visually impaired shall include: a study of the broad spectrum of communication skills, such as braille, that have been found useful by visually impaired students; training in reading by listening.

(4) Instructional methods and materials for the visually impaired shall include: study of tangible teaching apparatus, large type materials, low vision aids, models, audio and printed materials.

(5) Conceptual and social development of the visually impaired child shall include: the perceptual, cognitive, motor, emotional, and social development of the visually impaired child; the manner in which inter-personal relations and perceptual limitations may interact to inhibit conceptual and social development.

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(6) Daily living skills for the visually impaired shall include: the numerous skills that must be mastered by the individual in order to manage himself with grace and competence in his physical and social environment; how these skills are acquired, in large part, through visual observation and imitation of others (because of reduced capacity for visual observation, visually impaired children are apt to be deficient in these skills and unaware of their deficiencies); emphasis on the importance of orientation and mobility skills.

(7) Vocational objectives of the visually impaired child shall include: general career planning and to those elements of career and job selection which are influenced by the presence of visual impairment; history of employment of the blind in both sheltered and competitive settings.

(8) Observation and practicum in teaching the visually impaired child shall include not less than six (6) weeks (full day) of experiences with group and individualized instruction and self-contained and resource classrooms. An alternate program may be developed for experienced teachers who have completed at least one year of full-time teaching.

G. ENDORSEMENT FOR TEACHING SEVERELY/PROFOUNDLY HANDICAPPED PUPILS
704 KAR 20:250

> A unifying characteristic of severely/profoundly handicapped pupils is that they manifest severe response deficits and physical disabilities. Typically, these deficits are in areas that impair learning, such as attention imitation, language, and psychomotor development. Regardless of the child's diagnostic label, the educational problem is to teach skills prerequisite to more normalized instruction. This is accomplished by providing instructional programs to remediate response deficits and prosthetic devices to alleviate problems derived from physical disabilities.--Kentucky Council on Teacher Education and Certification.

Section 1.
An endorsement for teaching severely/profoundly handicapped pupils shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds certification for any category of special education and who has completed in addition thereto, the approved program of preparation for the endorsement for teaching severely/profoundly handicapped pupils at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

CURRICULUM STANDARDS, TEC 65.0

Section 1.
The program of preparation for the endorsement for teaching severely/profoundly handicapped pupils shall consist of a minimum of 12 semester hours' credit defined as follows.

(1) Characteristics of severely/profoundly handicapped children shall include: a study of the etiology, characteristics, types, and prognoses of children with multiple functional and sensory handicaps; overview of research findings related to the severely/profoundly handicapped; administrative provisions; and agencies which provide services to programs for the severely/profoundly handicapped.

(2) Intervention techniques for severely/profoundly handicapped children shall include: procedures for assessing behavioral deficits; identification of objectives; analysis and sequencing of adaptive behavioral skills; utilization of prosthetic devices and equipment; evaluation techniques based on direct observation and measurement; design of individualized instructional programs, including shaping, prompting, cueing, and errorless learning.

(3) Language instruction for severely/profoundly handicapped pupils shall include: an overview of theories of language acquisition and instruction; specific procedures for assessing language deficits; and systematic language instruction techniques.

(4) Practicum with severely/profoundly handicapped children shall include: supervised field experience in settings that provide programs for the multiple handicapped; participation in multidisciplinary treatment teams for assessment and program planning; and experiences in working with parents of severely/profoundly handicapped children.

H TEACHER CONSULTANT FOR SPECIAL EDUCATION
704 KAR 20:203

Section 1.

(1) The endorsement for teacher consultant for special education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a provisional certificate for any category of special education, has completed at least three years experience as a special education teacher or as a teacher consultant, and who in addition thereto has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. [see note, page 20]. The approved program shall consist of thirty-nine (39) semester hours credit above the bachelor's degree level and shall include a master's degree or Planned Fifth-Year Program in special education.

(2) The endorsement for teacher consultant for special education shall have the same duration period as the base certificate.

CURRICULUM STANDARDS, 68.0

Section 1.

As a prerequisite for the endorsement for teacher consultant for special education the applicant shall qualify for certification as a teacher of exceptional children in one of the recognized categories of exceptionality.

In addition to the preparation as a teacher of exceptional children, the program shall consist of thirty-nine (39) semester hours' credit which shall include: a master's degree or Planned Fifth-Year Program in special education; a course in speech and communication disorders at the graduate or undergraduate level; and nine (9) semester hours' graduate level credit defined as follows:

(1) Special education curriculum development shall include: a study of the development, adaptation, and evaluation of curricula, methods, materials, and resources; procedures for implementing and evaluating instructional programs in school settings.

(2) Special education leadership development shall include: a study of the roles and responsibilities of special education leadership personnel; procedures and techniques to develop effectiveness in interpersonal relationships, school and community activities, public relations, and consulting.

(3) Practicum in special education consultation shall include: supervised experiences in providing consultation related to programs for exceptional children.

I. DIRECTOR OF SPECIAL EDUCATION
704 KAR 20:198

Section 1.

(1) The endorsement for director of special education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a provisional certificate for any category of special education, has completed at least three years of experience as a teacher or teacher consultant of which two years are in special education, and who in addition thereto has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20]. The approved program shall consist of forty-eight (48) semester hours credit above the bachelor's degree level and shall include a master's degree or Planned Fifth-Year Program in special education.

(2) The endorsement for director of special education shall have the same duration period as the base certificate.

CURRICULUM STANDARDS, TEC 69.0

Section 1.

As a prerequisite for the endorsement for director of special education the applicant shall qualify for certification as a teacher of exceptional children in one of the recognized categories of exceptionality. In addition to the preparation as a teacher of exceptional children, the program shall consist of forty-eight (48) semester hours' credit which shall include: a master's degree or Planned Fifth-Year Program in special education; a course in speech and communication disorders at the graduate or undergraduate level; and eighteen (18) semester hours' graduate level credit defined as follows.

(1) Special education curriculum development shall include: a study of the development, adaptation, and evaluation of curricula, methods, materials, and resources; procedures for implementing and evaluating instructional programs in school settings.

(2) Special education leadership development shall include: a study of the roles and responsibilities of special education leadership personnel; emphasis on procedures and techniques to develop effectiveness in interpersonal relationships, school and community activities, public relations, and consulting.

(3) Administration of special education programs shall include: a study of the history and current status of the organization, administration, and supervision of educational programs for exceptional children at the local, state, and national levels; instruction relevant to administrative provisions, financing, legislative provisions, supportive services, supervisory practices, and program planning and development.

(4) Practicum in special education administration in a public school setting shall include: experiences with policies and procedures; record keeping systems and reports; supervision and consultation with special education teachers; utilization of supportive personnel and services; conducting in-service training; curriculum planning and development; and public relations.

(5) Supervision of educational personnel shall include: a study of procedures for recruitment, selection, role definition, assignment, scheduling, monitoring, supervising, and evaluating educational personnel; emphasis shall also be placed on in-service training procedures.

(6) Principles of educational administration shall include: a study of the historical development of educational administration; administrative processes; application of theory and values in decision making; and an introduction to modern management methods applied to education.

J. STANDARD CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN
704 KAR 20:270

Section 1.

(1) The Standard Certificate for Teachers of Exceptional Children shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Standard Certificate for Teachers of Exceptional Children shall be issued initially for a duration period of ten (10) years except that when the curriculum requirements were completed more than ten (10) years prior to the date of certificate issuance the provisions of 704 KAR 20:050, Section 2, shall apply. The certificate shall be extended for life upon

completion of three (3) years of successful teaching experience performed under a regular teaching certificate and completed prior to the expiration of the standard certificate. If the requirements for life extension have not been completed by the end of each ten (10) year period, the certificate may be renewed at the end of each ten (10) year period upon completion of two (2) years of successful teaching experience or upon six (6) semester hours graduate credit for each of the years required experience.

(3) The Standard Certificate for Teachers of Exceptional Children shall be valid at any level for the instruction of exceptional children.

CURRICULUM STANDARDS, TEC 67.0

Section 1.
The program of preparation for Standard Certificate for Teachers of Exceptional Children shall consist of a prerequisite of the qualifications for the Provisional Certificate for Teachers of Exceptional Children and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

(1) The curriculum shall include a minimum of 30 semester hours of graduate credit or a minimum of 24 semester hours' graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

(2) A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:

(a) A general study of curriculum development.
(b) Research methodology (required).
(c) Advanced study in human growth and development.
(d) The psychology of learning.
(e) A seminar in instruction devoted to methods of teaching.
(f) Foundations in education--sociological, psychological, philosophical, historical.

(3) A minimum of 12 semester hours of graduate credit shall be selected to strengthen the specialization of the teacher of exceptional children. These twelve (12) semester hours in special education shall be offered in a program that is specifically planned to focus on one of the following areas of special education:

Early childhood education for the handicapped;
Career and vocational education for the handicapped;
Special education resource teacher;
Severe learning and behavioral disorders;
Multiple handicapped;
Trainable mentally handicapped;
Speech and communication disorders;
Hearing impaired;
Visually impaired.

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Content of each of these programs shall include advanced instruction related to diagnostic and prescriptive programming, individual and classroom management; the role of the special education teacher in working with parents and other educational professionals; utilization of special education support services; utilization and evaluation of instructional methods, materials, and prosthetics; advanced content and research appropriate to the area; and appropriate practicum experiences.

(4) The remaining nine (9) semester hours of graduate credit shall be electives.

XVIII. GUIDANCE COUNSELOR PREPARATION-CERTIFICATION

GUIDANCE COUNSELORS
704 KAR 20:130

Section 1.

(1) An endorsement as provisional certification for the position of guidance counselor shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds certification as an elementary or secondary teacher and has completed at least one (1) year of full-time classroom teaching experience and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The endorsement as provisional certification for the position of guidance counselor shall be valid for the same grade levels as the teaching certificate used as the base for the endorsement. Applicants using an elementary school certificate as the base shall follow the curriculum emphasis provided for the elementary level and applicants using a secondary teaching certificate as the base shall follow the curriculum emphasis provided for the secondary level as provided in the State Plan.

> The Kentucky Council on Teacher Education and Certification has interpreted the above Section 1. (2) to mean that a teaching certificate valid for all twelve grades (such as twelve-grade art, twelve-grade physical education, twelve-grade music, twelve-grade special education, twelve-grade school librarian) satisfies the prerequisite of an elementary school certificate for persons seeking an endorsement for guidance counselor at the elementary school level; however, in such instances the teaching experience prescribed in Section 1. (1) must have been done at the elementary school level.

(3) The endorsement as provisional certification for the position of guidance counselor shall have a duration period of five (5) years and may be renewed upon completion of a minimum of eight (8) semester hours of graduate credit every five (5) years selected from the program leading to the Standard Guidance Certificate.

Section 2.

(1) The Standard Guidance Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed at least one (1) year of experience as a full-time guidance counselor with provisional certification as a guidance counselor and who has completed the program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

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(2) The duration period for the Standard Guidance Certificate shall be for continuing service.

Section 3.
Certification for the position of guidance counselor issued prior to September 1, 1970, and based on preparation programs described under 42.380 of former regulations may be renewed under the following provisions:

(1) Provisional certification issued initially for a period of ten (10) years may be renewed for each ten (10) year period on the basis of three (3) years experience as a guidance counselor.

(2) Provisional certification issued initially for a period of ten (10) years may be renewed for the next five (5) year period on three (3) years experience as a teacher or as a guidance counselor completed during the ten (10) years of initial issuance; for each five (5) year renewal period thereafter a minimum of eight (8) semester hours graduate credit shall be required selected from a program leading to the Standard Guidance Certificate.

CURRICULUM STANDARDS, TEC 75.0

Section 1.
The program of preparation for the endorsement as provisional certification for the position of guidance counselor shall consist of a master's degree program which includes the curriculum for guidance counselor as outlined and defined in Section 3.

Section 2.
The program of preparation for the Standard Guidance Certificate shall consist of a 60-semester-hour program of graduate study which includes the preparation for the endorsement as provisional certification for the position of guidance counselor, the master's degree, and an additional 30 semester hours' graduate credit selected from the curriculum for guidance counselors and designed to give a greater depth of preparation and competency.

Section 3.
The curriculum areas for guidance counselors shall be defined as follows:

(1) Philosophy and Principles of Guidance and Pupil Personnel Services; philosophical principles underlying the basic services of an adequate program.

(2) Organization and Administration of Guidance and Personnel Services: organization and administration of guidance services as they relate to the total school program, emphasizing involvement of all school personnel, evaluation, referrals, facilities and financing.

(3) Appraisal, Assessment, and Understanding the Individual: individual and group instruments for individual appraisal (tests, inventories, anecdotal records); case study techniques, management of cumulative records; procedures in securing, recording, interpreting and using pertinent information about the individual.

(4) Developmental Processes, Personality, and Behavior Change: human growth and development, foundations and dynamics of human behavior and personality, learning theories and their applications, counseling and consultation with teachers, other school staff, and parents.

(5) Theories and Methods of Counseling: the major contemporary theories of counseling and a coverage of the relevant research findings, allowing for some time to be devoted to laboratory demonstration and participation.

(6) Career Development and Vocational Planning:

  (a) For High School Guidance Counseling: theoretical concepts emphasizing the relationship of value priorities, scope of experience, and educational aspirations to processes of career development; study of psychological, sociological, and economic influences upon career planning, interrelationship of educational, personal, social, and career guidance; the value and dignity of work as it contributes to self-realization; study of human and material resources; and procedures for a comprehensive program of vocational guidance at different school levels.

  (b) For Elementary School Guidance Counseling: theories of career development, reorganization and utilization of occupational materials appropriate for elementary school children; techniques of working with teachers which will aid the pupil in career development.

(7) Group Guidance Procedures: the meaning, purposes, objectives, scope and methods of group guidance with emphasis on the articulation with all other educational activities.

(8) Supervised Experiences in Guidance and Counseling: supervised experiences in actual work with students in the school setting for which the individual plans to seek certification as a counselor and shall include those experiences appropriate for the implementation of a total school program.

(9) Investigation and Research Procedures: a study of the nature and functions of research in education, characteristics of the most commonly used types of research; practice in methodology; training in research utilization. This area shall also provide for studies in statistics, tests and measurements, data processing, and programming techniques.

(10) Electives from General and/or Professional Education: to develop understanding and skills beyond the minimum requirements for the program.

XIX. SCHOOL PSYCHOMETRIST PREPARATION-CERTIFICATION

SCHOOL PSYCHOMETRIST
704 KAR 20:185

Section 1.

(1) Certification for school psychometrist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) Certification for school psychometrist shall be issued initially for a duration period of five (5) years and may be renewed for subsequent five (5) year periods upon completion within each period of two (2) years experience as a school psychometrist. If any portion of the renewal experience is not completed, the certificate may be renewed upon completion of six (6) semester hours of additional graduate credit appropriate for the position of school psychometrist.

CURRICULUM STANDARDS, TEC 78.0

Section 1.
The program of preparation for the School Psychometrist shall consist of the prerequisite of either a bachelor's degree and a major in psychology or a regular teaching certificate and, in addition thereto, the completion of a master's degree program which includes the following preparation:

(1) A professional education component consisting of a minimum of nine (9) semester hours of graduate credit in professional education apart from the technical component.

(2) A technical component which includes preparation in the following studies:

Philosophy, Organization and Administration of Pupil Personnel Services

Human Development in Childhood and Adolescence

Survey of Exceptional Children

Personality and Adjustment

Statistics

Educational and Psychological Measurement

Individual Testing

Supervised Practice in Psychometrics

XX. SCHOOL PSYCHOLOGIST PREPARATION-CERTIFICATION

SCHOOL PSYCHOLOGIST
704 KAR 15:015

Section 1.

(1) The Standard Certificate for School Psychologist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20], and who in addition thereto has completed the required examinations authorized by the Superintendent of Public Instruction.

(2) The Standard Certificate for School Psychologist shall be issued initially for a duration period of three (3) years and may be renewed for subsequent three (3) year periods upon completion within each period of at least one (1) year of full-time experience as a school psychologist to include attendance and participation in staff development activities sponsored by the Department of Education. If any portion of the renewal experience is not completed, the Standard Certificate for School Psychologist may be renewed upon completion of six (6) semester hours of additional graduate credit appropriate for the position of school psychologist.

(3) The Standard Certificate for School Psychologist shall be extended for continuous service as a school psychologist upon completion of three (3) years of satisfactory service as a school psychologist.

(4) The Standard Certificate for School Psychologist shall be valid for serving in the position of school psychologist in the common schools and in other elementary, secondary, and vocational schools approved under the jurisdiction of the State Board of Education, but not for any private practice outside these school situations.

Section 2.

(1) The Provisional Certificate for School Psychologist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed, except for the one (1) year internship, the approved program of preparation for the Standard Certificate for School Psychologist at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20], and who in addition thereto has completed the required examinations authorized by the Superintendent of Public Instruction.

(2) The Provisional Certificate for School Psychologist shall be issued initially for a duration period of one (1) year.

(3) The Provisional Certificate for School Psychologist shall be valid for serving in a school situation in the position of school psychologist under the supervision of the Department of Education. During this first year of service the employer of the individual holding the Provisional Certificate for School Psychologist shall permit the individual to engage in the internship component of preparation as described in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20], for the Standard Certificate for School Psychologist.

CURRICULUM STANDARDS, TEC 79.0

Section 1.
The program of preparation for the Standard Certificate for School Psychologist shall consist of a minimum of sixty (60) semester hours' graduate credit including the master's degree plus an internship completed either as the first year of work experience as a school psychologist in a closely supervised internship or a one (1) semester internship supervised by the teacher education institution and shall include the following preparation.

(1) Psychological Foundations--9 semester hours' credit, to include:

  (a) The major theoretical and practical issues in the area of human development, learning and cognition;

  (b) Issues and theories of personality and abnormal psychology; and

  (c) Social psychology and social processes.

(2) Educational Foundations--9 semester hours' credit, to include:

  (a) The organization, administration, and funding resources of school systems;

  (b) The organization and administration of school psychological services, including record keeping;

  (c) The social, philosophical, historical, and cultural issues in education;

  (d) Processes in learning reading;

  (e) The development and evaluation of the school curriculum including special intervention programs; and

  (f) The current identification, evaluation, and placement procedures issued from the Bureau of Education for Exceptional Children, Department of Education, Commonwealth of Kentucky.

(3) Psychoeducational Diagnosis and Intervention--12 semester hours' credit, to include:

  (a) Preparation for providing leadership in individual assessment and child study activities for students who experience problems of learning and adjustment including:

1. Procedures for referral and review of student referrals by means of staffing review and/or consultation;

2. Assessment of children's social, emotional, and intellectual status using appropriate group and individual psychometric devices;

3. Accumulation of information pertinent to his work with individual children by interviewing parents, teachers, and school staff, by reviewing records, and by contacting outside agencies and professional practitioners as appropriate;

4. Application and interpretation of educational skills tests which assess aptitude, performance, mastery, achievement, and which diagnose specific educational deficiencies; and

5. Skills in classroom observation of behavior.

(b) Preparation for working with other members of the pupil personnel team (social worker, director of pupil personnel, medical services worker, educational specialist, etc.) to plan, recommend, and assist in implementing intervention strategies, to include the following:

1. Integrating information from a variety of sources including his own observations, psychological and educational test data, interviews, review of records, etc., and developing specific recommendations and intervention plans based on these data;

2. Participating in decisions regarding identification of exceptional students for whom special intervention and/or placement may be necessary;

3. Participating in decisions and plans relative to special needs of students in such areas as early or delayed entrance, changes in placement and/or programming remedial assistance, and legal dismissal;

4. Providing short-term counseling to students, parents, and teachers regarding specific school-related problems;

5. Making appropriate referrals to other resources, e.g., guidance counselors and outside agencies, when longer term intervention is required or the problem is not school related.

(4) Consultation--3 semester hours' credit, to include:

(a) Presenting findings to teachers and school staff in language that is familiar to them;

(b) Assisting parents and school staff in applying recommendations and treatment plans that are developed for individual children by using the accepted principles and standards of professional consultation;

(c) Offering services to agencies and professional workers from outside the educational system to foster harmony between interventions occurring outside of and within the schools; and

(d) Acting as a psychological consultant in a variety of situations within the school system and bringing a knowledge of the principles and techniques of psychology to bear upon educational problems.

(5) Preventive Mental Health--3 semester hours' credit, to include:

(a) Contribution to the total school program through a variety of services to the segments of the school population which can be identified as gifted and normal. Such activities include, but are not limited to:

1. Advising the school staff about facets of the educational program which might cause undue pressure in some students;

2. Using group test results and cumulative records to identify students who show sudden changes in performance; and

3. Advising school staff on selection of curriculum materials.

(b) Offering consultation and resource support to the school guidance program;

(c) Providing short-term consultation to teachers for emerging or short-term problems before these problems become serious;

(d) Utilizing community resources which can be helpful in reducing students' problems before they become full-blown.

(6) Professional Identity and a Sense of Ethical and Legal Responsibility--3 semester hours' credit, to include:

(a) The ethical and legal standards of the profession of school psychology;

(b) The profession of psychology as it relates to educational processes; and

(c) Cooperative functioning with other members of the school staff in support of the educational program.

(7) Research, Evaluation, and Statistics--9 semester hours' credit, to include:

(a) Interpretation of basic descriptive and inferential statistics;

(b) Understanding of the basic principles of research design and evaluation of programs and products;

(c) Design of needs assessment in the schools and assisting in the development of plans for new or expanded programs; and

(d) Consultation in designing and interpreting research for educational decision making.

Section 2.
The internship shall be a one (1) semester, full-time experience in a school setting under the supervision of the teacher education institution or the internship may be satisfied during the first year of employment as a school psychologist which shall be a full-time experience for a full academic year in a school setting under the supervision of the Superintendent of Public Instruction. The internship shall include experiences in the following broad areas:

(1) Developing and analyzing data relevant to an individual pupil's problems. Skills required might apply to school records, teacher reports, classroom observation, pupil interview, parent interview, pupil history, family history, and psychoeducational assessment through group and individual tests.

(2) Developing appropriate intervention strategies. Such strategies might include classroom consultation, behavior modification, individual and group approaches, work with parents, and referral to community resources.

(3) Developing and analyzing data relevant to group-based problems. Such problems might include those of a given classroom, grade level, school, or school system. The relevant skills might include those of (1) above, plus large-scale data gathering techniques and their analysis.

(4) Identifying problems which arise in the context of the educational process, whether these problems arise in an individual pupil or in a group.

(5) Applying the knowledge and skills of psychology to the resolution of such problems and the willingness to accept responsibility in an ethical manner.

XXI. SCHOOL SOCIAL WORKER PREPARATION-CERTIFICATION

A. PROVISIONAL CERTIFICATE FOR SCHOOL SOCIAL WORKER
704 KAR 20:195

Section 1.

(1) The Provisional Certification for School Social Worker shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to this certification at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Provisional Certification for School Social Worker shall be issued initially for a duration period which expires ten (10) years from the calendar year of completion of the curriculum requirements. This certificate shall be renewed for a ten (10) year period only upon completion of the Planned Fifth-Year Program. This certification may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth-Year Program.

(3) The Provisional Certification for School Social Worker shall be issued to an applicant who holds a regular teaching certificate for the elementary, middle school, or high school level and who completes eighteen (18) semester hours credit, including supervised practice in school social work, from the curriculum for school social worker emphasizing the social work portion of the program rather than the portion dealing with professional education.

Section 2.

Provisional Certification for School Social Worker may be issued for a one (1) year period on the basis of a professional commitment made by the applicant to complete the usual program of preparation at a minimum rate of six (6) semester hours each year provided the applicant holds a bachelor's degree, has completed at least six (6) semester hours credit from the approved curriculum for school social work, and secures an agreement from a prospective employer to adjust the annual work load to provide opportunity for earning the additional college credits on schedule and for participating in the work conferences conducted by the State Department of Education for school social workers.

CURRICULUM STANDARDS, TEC 82.0

Section 1.

The program of perparation for the school social worker shall consist of a four-year program of preparation including a bachelor's degree and including a general education component and a professional preparation component. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

(1) The professional preparation component for provisional certification for the school social worker shall include a 30-semester-hour major in school social work which shall consist of the six areas of study named and defined below.

(a) Philosophy, Organization and Administrative Relationship of the School Social Work Services: the philosophy and scope of services of an adequate program; functions and responsibilities of personnel involved, including the school social worker; procedures in organization; orientation of total faculty; program evaluation; referral procedures; and financing and facilities.

(b) Appraising, Assessment and Understanding the Individual: the study of human growth and development; case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using pertinent information about the home, school, community, and the individual; psychology, including educational psychology, general psychology, psychology of adolescence, and psychology of the typical child; mental hygiene and social psychiatry, including dynamics of human behavior and psychopathology.

(c) Social Case Work and Group Techniques to Include Group Dynamics: theory of social case work, introductory and advanced, including principles and practices in social case work, interviewing and methods and skills in diagnosis.

(d) Utilization of Community Resources in School Social Work Services: securing and organizing valid social work information; procedures and resources for effective utilization of the information, involving relationships with the total school personnel; sociology and social problems, including courses dealing with delinquency, poverty, interracial and intercultural problems; community organization and public welfare services, including a study of the present legislation dealing with the case and protection of dependent, neglected, handicapped and delinquent children and adults.

(e) Education Information: philosophy of education; history of education; principles and methods of elementary and secondary instruction; and curriculum.

(f) Supervised Practice in School Social Work: actual experience in a school environment where a comprehensive program of school social work services is in operation or in an agency where a full-time social work supervisor is employed.

(2) As an alternate plan, the professional component for provisional certification for school social worker may consist of one year of graduate study from the approved curriculum for social workers earned at an accredited school for professional social workers totaling at least 24 semester hours' graduate credit.

B. STANDARD CERTIFICATE FOR SCHOOL SOCIAL WORKER
704 KAR 20:194

Section 1.

(1) The Standard Certificate for School Social Worker shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the qualifications for provisional certification for the position of school social worker, three (3) years of successful experience as a school social worker, and a minimum of sixty (60) semester hours graduate credit from an approved program of preparation which corresponds to this certification at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20]. A minimum of thirty-six (36) semester hours of the graduate program shall be in addition to the qualifications for provisional certification and shall be selected from the professional component outlined in the state plan for the school social worker so as to provide further depth and breadth of preparation. As an alternate curriculum, the completion of a Master's of Social Work Degree [which includes at least 60 semester hours of graduate credit] from an institution accredited by the National Council on Social Work Education shall be accepted in lieu of the sixty (60) semester hour graduate curriculum stated above.

(2) The duration period for the Standard Certificate for School Social Worker shall be for continuing service.

XXII. SCHOOL NURSE PREPARATION-CERTIFICATION

In discussing the proposal for a certification program for school nurses with the State Board of Education, the Superintendent of Public Instruction wanted it clearly understood that local boards of education would still have the option of contracting for services with registered nurses or with licensed practical nurses who might not hold the Department of Education certification as a school nurse. He stated the likelihood, however, that certification as a school nurse might be required as a condition for utilizing any state funds that might be appropriated in the future for school nursing services. Thus, local boards of education have the option of contracting for services as well as the option to employ certified school nurses as professional school employees.

PROVISIONAL CERTIFICATE FOR SCHOOL NURSE
704 KAR 20:132

Section 1.

(1) The Provisional Certificate for School Nurse shall be issued in accordance with the pertinent Kentucky statutes and regulations of the State Board of Education to an applicant who is licensed as a registered nurse by the Kentucky Board of Nursing Education and Nurse Registration and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) Registered nurses serving in an approved position of school nurse during the 1978-79 or the 1979-80 school year may be issued the Provisional Certificate for School Nurse for a duration period of five (5) years and renewable for subsequent five (5) year periods upon completion of three (3) years experience as a school nurse during each five (5) year period.

(3) The Provisional Certificate for School Nurse issued after the 1979-80 school year shall be issued for a duration period of five (5) years and shall require the completion of the fifteen (15) semester hour curriculum for school nurses for the first renewal. Subsequent renewals shall require the completion of fifteen (15) semester hours additional credit toward the completion of the bachelor's degree. Upon completion of the bachelor's degree the certificate may be renewed on three (3) years experience as a school nurse during each five (5) year renewal period.

CURRICULUM STANDARDS, TEC 81.0

Section 1.

The program of preparation for the Provisional Certificate for School Nurse shall consist of the prerequisite of licensure as a registered nurse by the Kentucky Board of Nursing Education and Nurse Registration, and in addition thereto, a bachelor's degree including a fifteen (15) semester-hour curriculum to include the following content:

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(1) Child Health, Growth, Development and Behavior shall include concepts of the physiological, sociological, and psychological health needs of the school-age child (pre-school through adolescence) to recognize variations within normal range and identify deviations significant to the educational program.

(2) Health Services shall include concepts and skills in health assessment screening program; i.e., general health status, eye health and vision conservation, ear health and hearing conservation, dental health, orthopedic and posture conditions, communicable disease, first aid, accident prevention, administration of prescribed medications, and environmental health in relation to prevention, detection and treatment of health needs of students which may influence educational programming.

(3) Health Counseling shall include concepts, methods, skills in identification and counseling of health needs in such areas as the special or handicapped child, emotional and mental health, human sexuality and family life, and assisting the child and the family in coping with health and school problems.

(4) School Health Program shall include principles and methods of evaluating, planning, implementing and assessing a comprehensive school health program; concepts to include a basic study of the school health laws and code, current health problems, community resources, techniques of administration and supervision, communication skills, inservice health education for faculty and health financing.

(5) Basic Concepts Concerning Education shall include a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; and analysis of each phase of the school program including guidance services, library services, evaluation, and reporting on a systemwide, schoolwide, and on an individual basis.

(6) School Nurse Practicum shall include a minimum of four (4) semester hours of supervised school nurse orientation.

XXIII. REHABILITATION COUNSELORS PREPARATION-CERTIFICATION

REHABILITATION COUNSELORS
704 KAR 20:190

Section 1.

(1) The Standard Certificate for Rehabilitation Counselors shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved programs of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Standard Certificate for Rehabilitation Counselors shall be issued initially for a duration period of three (3) years. Subsequent renewals shall be made for a duration period of ten (10) years each, upon completion of three (3) years of successful experience within each duration period.

Section 2.

(1) The Provisional Certificate for Rehabilitation Counselors shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has a bachelor's degree in an academic field relating to the assignment, as determined by the Bureau of Rehabilitation Services.

(2) The provisional certificate shall have a duration period of two (2) years and shall be renewed for a ten (10) year period upon completion of the agency Regional Counselor Induction Training program consisting of six (6) weeks intensive classroom experience plus six (6) weeks supervised field practice and/or other in-service training as recommended and conducted by the State Department of Education, Bureau of Rehabilitation Services. Subsequent ten (10) year renewals shall be made upon the recommendation of the State Department of Education, Bureau of Rehabilitation Services, on the basis of satisfactory performance.

CURRICULUM STANDARDS, TEC 84.0

Section 1.

The program of preparation for the Standard Certificate for Rehabilitation Counselors shall consist of a master's degree and the completion of an approved institutional curriculum which includes the following preparation as described.

(1) Introduction to Vocational Rehabilitation; basic concepts of rehabilitation; program philosophy; history and legal basis of the federal-state program; nature and extent of disability; trends in rehabilitation; and introduction to the rehabilitation process.

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(2) Introduction to the Medical Aspects of Rehabilitation Counseling: basic orientation to medical aspects of disability; rehabilitation implications of common disability categories; basic anatomy, physiology, and the pathology; standards for adequate medical evaluation; interpretation of medical evaluation; and methods for full utilization of the medical community and use of medical consultation.

(3) Fundamentals of Vocational Rehabilitation Counseling Practices: principles, techniques, and methods of counseling; fundamental aspects of human growth and behavior; counseling techniques for specific disability circumstances and settings.

(4) Special Problems in Rehabilitation: techniques for selected disability problems such as mental retardation, emotional disturbances, blindness, and deafness; use of community resources; and other selected special-emphasis areas.

(5) Supervised Practice in Vocational Rehabilitation Counseling.

XXIV. SCHOOL ADMINISTRATION AND SUPERVISION PREPARATION-CERTIFICATION

A. PROFESSIONAL CERTIFICATE FOR SCHOOL ADMINISTRATION AND SUPERVISION
704 KAR 20:100

Section 1.

(1) The Professional Certificate for School Administration and Supervision shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation for one of the school leadership positions--elementary school principal, middle school-junior high school principal, secondary school principal, supervisor of instruction, director of pupil personnel, or school superintendent--at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Professional Certificate for School Administration and Supervision shall be endorsed for the specific position for which the program of preparation has been completed. Once the certificate has been issued and endorsed for one (1) position it may be further endorsed for any of the other school leadership positions upon completion of the corresponding program of preparation. The Professional Certificate for School Administration and Supervision may also be endorsed to show other programs of preparation-certification for which the holder is qualified.

(3) As a prerequisite to the issuance of the Professional Certificate for School Administration and Supervision with an endorsement for the position of School Superintendent the applicant shall have completed five (5) years successful school teaching and/or school administrative experience. As a prerequisite to the issuance of the certificate with an endorsement for any of the other school leadership positions the applicant shall have completed three (3) years of successful teaching experience.

(4) The duration of the Professional Certificate for School Administration and Supervision shall be for continuing service.

Section 2.

The Professional Certificate for School Administration and Supervision endorsed for Secondary School Principal, may be endorsed for a one (1) year period for the position of Elementary School Principal upon completion of at least eight (8) semester hours graduate credit selected from the endorsement curriculum and upon recommendation from the superintendent of the local district in which the applicant is to be employed as an elementary school principal. The endorsement may be extended for subsequent years upon completion of at least six (6) semester hours graduate credit annually until the total program has been completed.

Section 3.
The older type certificates which are still in force and valid for the position of secondary school principal may be endorsed for the position of Elementary School Principal in accordance with the same provisions outlined in Section 2 of this regulation.

Section 4.
Persons holding a valid certificate for principalship, supervision, or superintendency issued under the curricula in effect prior to September 1970, shall not be required to hold a standard teaching certificate as a prerequisite to qualify for any of the administrative endorsements for the Professional Certificate for School Administration and Supervision.

B. INTERNSHIP PLAN FOR THE POSITION OF ASSISTANT SUPERINTENDENT
704 KAR 3:030, Section 2. (1)

The Superintendent of Public Instruction will approve the employment of an assistant superintendent on a internship basis under the following conditions:

(a) The request shall be made by the local school superintendent and approved by the local board of education.

(b) The prospective assistant superintendent shall have been admitted to the program of preparation-certification for the school superintendency by the teacher education institution and shall lack no more than fifteen (15) semester hours graduate credit for the completion of the total program.

(c) The internship program shall be planned jointly by the teacher education institution and the local school superintendent and shall include provisions for completing the academic requirements within a two (2) year maximum period with at least nine (9) semester hours progress the first year.

C. INTERNSHIP PLAN FOR THE POSITION OF ASSISTANT PRINCIPAL
704 KAR 3:030, Section 2. (2)

The Superintendent of Public Instruction will approve the employment of an assistant principal on an internship basis under the following conditions:

(a) The request shall be made by the local school superintendent and approved by the local board of education.

(b) The prospective assistant principal shall have been admitted to the program of preparation-certification for the school principalship by the teacher education institution and shall lack no more than nine (9) semester hours graduate credit for the completion of the total program.

(c) The internship program shall be planned jointly by the teacher education institution and the local school superintendent and must include provisions for completing certification requirements for principalship before September 1 of the following school year.

D. RECRUITMENT PLAN FOR POSITION OF DIRECTOR OF PUPIL PERSONNEL

A director of pupil personnel shall hold a certificate valid for the position of director of pupil personnel or attendance officer or official approval from the Superintendent of Public Instruction. In the event that a person holding regular certification for the position of director of pupil personnel cannot be secured by the local board of education either locally or from a listing of available personnel supplied by the Department of Education, the Superintendent of Public Instruction will approve the employment for a one (1) year period of a person who has:

(1) A classroom teaching certificate

(2) A master's degree

(3) Two (2) years of successful teaching experience

CURRICULUM STANDARDS FOR ELEMENTARY SCHOOL PRINCIPAL, TEC 88.1

Section 1.
The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Elementary School Principal, shall consist of a minimum of 45 semester hours' graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for the Standard Elementary Certificate which shall have included 9 semester hours' graduate credit selected from:

  (a) A general study of curriculum development.
  (b) Research methodology.
  (c) Advanced study in human growth and development.
  (d) Advanced study in reading (required).
  (e) The psychology of learning.
  (f) A seminar in instruction devoted to methods of teaching.
  (g) Foundations in education--sociological, psychological, philosophical, historical.

(2) Curriculum construction in the elementary school (prerequisite, a general study of curriculum development).

(3) Administration of the elementary school.

(4) Supervision of instruction with emphasis on educational leadership.

(5) Guidance and counseling.

(6) Educational and psychological testing.

(7) Seminar in administration.

Section 2.
The program of preparation for the further endorsement for the position of Elementary School Principal of a Professional Certificate for School

Administration and Supervision which has been endorsed for the position of Secondary School Principal shall consist of 15 semester hours' graduate credit including course work in the elementary school principalship, the teaching of reading, and the curriculum of the elementary school, with accompanying laboratory experiences in the elementary school.

CURRICULUM STANDARDS FOR MIDDLE SCHOOL-JUNIOR HIGH PRINCIPAL, TEC 88.2

Section 1.
The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Middle School--Junior High Principal, shall consist of a minimum of 45 semester hours' graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for the Standard Middle School--Junior High School Certificate which shall have included 9 semester hours' graduate credit selected from:

  (a) A general study of curriculum development.
  (b) Research methodology.
  (c) Advanced study in human growth and development.
  (d) The psychology of learning.
  (e) A seminar in instruction devoted to the method of teaching.
  (f) Foundations in education--sociological, psychological, philosophical, historical.

(2) Curriculum construction in the middle school--junior high school (prerequisite, a general study of curriculum development).

(3) Administration of the middle school--junior high school.

(4) Supervision of instruction with emphasis on educational leadership.

(5) Guidance and counseling.

(6) Educational and psychological testing.

(7) Seminar in administration.

(8) Developmental psychology of the middle school--junior high school age child.

(9) The teaching of reading and the language arts.

CURRICULUM STANDARDS FOR SECONDARY SCHOOL PRINCIPAL, TEC 88.3

Section 1.
The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Secondary School Principal, shall consist of a minimum of 45 semester hours' graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for the Standard High School Certificate which shall have included 9 semester hours' graduate credit selected from:

  (a) A general study of curriculum development.
  (b) Research methodology.
  (c) Advanced study in human growth and development.
  (d) The psychology of learning.
  (e) A seminar in instruction devoted to the method of teaching.
  (f) Foundations in education--sociological, psychological, philosophical, historical.

(2) Curriculum construction in the secondary school (prerequisite, a general study of curriculum development).

(3) Administration of the secondary school.

(4) Supervision of instruction with emphasis on educational leadership.

(5) Guidance and counseling.

(6) Educational and psychological testing.

(7) Seminar in administration.

CURRICULUM STANDARDS FOR SUPERVISOR OF INSTRUCTION, TEC 88.4

Section 1.
The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Supervisor of Instruction, shall consist of a minimum of 45 semester hours' graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for either the Standard Elementary Certificate or the Standard High School Certificate which shall have included 9 semester hours' graduate credit selected from:

  (a) A general study of curriculum development.
  (b) Research methodology.
  (c) A seminar in instruction devoted to the methodology of teaching.
  (d) Foundations in education.
  (e) Advanced study of human growth and development.
  (f) Psychology of learning.

(2) Advanced study of reading instruction (prerequisite, Teaching of Reading).

(3) Curriculum construction at the elementary school level.

(4) Curriculum construction at the secondary school level.

(5) Supervision of instruction with emphasis on educational leadership.

(6) Group dynamics.

(7) Schoo[illegible]d community relations.

(8) Educational and psychological testing.

(9) Instructional programming for the exceptional children--academically talented, remedial work, handicapped, retarded.

(10) Seminar in administration.

(11) Special preparation in subject matter areas.

CURRICULUM STANDARDS FOR DIRECTOR OF PUPIL PERSONNEL, TEC 88.5

Section 1.
The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Director of Pupil Personnel, shall consist of a minimum of 45 semester hours' graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for either the Standard Elementary Certificate or the Standard High School Certificate which shall have included 9 semester hours' graduate credit selected from:

(a) A general study of curriculum development.
(b) Research methodology.
(c) Advanced study in human growth and development.
(d) The psychology of learning
(e) A seminar in instruction devoted to the method of teaching.
(f) Foundations in education--sociological, psychological, philosophical, historical.

(2) Basic Concepts of Pupil Personnel Services--3 to 4 semester hours. The specific duties and functions involved in administering pupil personnel services--such as attendance services; guidance services; school health services; school psychological services; school social work services; and the other duties, services and responsibilities defined in the statutory provisions for the position of director of pupil personnel.

(3) Basic Concepts in Pupil Appraisal--7 to 10 semester hours. Emphasis on the behavioral sciences, including an understanding of human growth and development; abnormal psychology; the exceptional child; the family; and the community.

(4) Pupil Personnel Accounting and Records Management--3 to 4 semester hours. The specific procedures in pupil accounting which are the responsibility of the director of pupil personnel; systematized records management including some attention to machine data processing.

CURRICULUM STANDARDS FOR SCHOOL SUPERINTENDENT, TEC 88.6

Section 1.
The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of School Superintendent, shall consist of a minimum of 60 semester hours' graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for either the Standard Elementary Certificate or the Standard High School Certificate which shall have included 9 semester hours' graduate credit selected from:

  (a) A general study of curriculum development.
  (b) Research methodology.
  (c) Advanced study in human growth and development.
  (d) The psychology of learning.
  (e) A seminar in instruction devoted to the method of teaching.
  (f) Foundations in education--sociological, psychological, philosophical, historical.

(2) Professional education and academic courses, in relation to the student's needs, designed to develop the desired competencies in the four areas--theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences shall be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the school leaders: sociology, psychology, anthropology, economics, business administration, and political science.

XXV. SCHOOL BUSINESS ADMINISTRATOR PREPARATION-CERTIFICATION

SCHOOL BUSINESS ADMINISTRATOR
704 KAR 20:110

Section 1.

(1) The Standard Certificate for School Business Administrator shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has had at least two (2) years successful experience in government, business, or education as required for provisional certification and in addition has completed three (3) years experience as a school business administrator and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The duration period for the Standard Certificate for School Business Administrator shall be for continuing service.

Section 2.

(1) The Provisional Certificate for School Business Administrator shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has a bachelor's degree and at least two (2) years successful experience in government, business, or education and who has completed at least eighteen (18) semester hours credit selected from the curriculum required for the standard certificate and in accordance with the program requirements of the preparing institution.

(2) The Provisional Certificate for School Business Administrator will be issued on the condition that upon employment in the position the holder will participate fully in the work conference held by the State Department of Education as in-service education.

(3) The provisional certificate shall have a duration period of four (4) years and will be subject to renewal once upon completion of eight (8) semester hours credit selected from the curriculum for the standard certificate.

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CURRICULUM STANDARDS, TEC 86.0

Section 1.

The program of preparation for the Standard Certificate for School Business Administrator shall consist of a master's degree and the completion of an approved institutional curriculum which includes the following preparation at either the graduate or undergraduate level:

History and Philosophy of Education
School Organization and Administration (two courses)
School Law Business Law
Principles of Accounting (a two-course sequence)
Governmental or Public School Accounting
Public Finance and Taxation
Public School Finance
School Plant Planning
Office and Personnel Management.

XXVI. VOCATIONAL EDUCATION PREPARATION-CERTIFICATION

A. VOCATIONAL EDUCATION--INDUSTRIAL EDUCATION TEACHERS

704 KAR 20:222

The six sections of this regulation became effective on November 3, 1976, and were applied to the new personnel employed beginning with the 1977-78 school year.

Provisions have been made for three levels of certification for teaching vocational education--industrial education as follows:

1. A beginning teacher level is based upon high school graduation or the equivalent and four years of successful and appropriate occupational experience plus 6 semester hours specified credit in vocational industrial education. This one-year certificate must be renewed upon completion of additional credit as specified.
2. Once the beginning teacher has upgraded in preparation to the completion of a prescribed 64 semester hour curriculum a five-year certificate may be issued and renewed for subsequent five-year periods according to a specified renewal schedule. The five-year certificate is also issued to beginning teachers who have the prescribed qualifications.
3. A Provisional High School Certificate with specialization in industrial education--preparation level is issued on the basis of a bachelor's degree program and appropriate work experience as described in TEC 40.1, Section 7 under Chapter X of this handbook.

Section 1.
The Certificate for Vocational Education is established for issuance and renewal only for vocational teachers employed by the public schools or by the State Department of Education. The certificate may be issued for any health, technical, or trades and industrial occupational area for which programs may be offered under the Kentucky State Plan for Vocational Education. It is intended that these regulations implement the philosophy of industrial education as adopted by the Kentucky State Board of Education in December 1975, by means of the report "Industrial Education--A Merger of Industrial Trade and Industrial Education."

Section 2.
(1) A certificate for teaching vocational education--industrial education, valid for teaching only the subjects stated on the face of the certificate, shall be issued for a duration period of one (1) year upon completion of the following requirements:

(a) High school graduation or its equivalence determined by evidence of an acceptable score on the General Education Development Test administered by an approved testing center.

(b) Four (4) years of successful and appropriate occupational experience in the area to be taught. Adequacy of work experience shall be determined by the Department of Education. One (1) year of occupational experience shall be equated with two thousand (2,000) clock hours. A maximum of one (1) year of the required work experience may be satisfied by completion of an accredited preparatory vocational program for the occupation to be taught.

> Supervised work experience completed as a part of an approved preparation program may be accepted for a maximum of one year of the required occupational experience. For the health occupations an approved bachelor's degree program for a health specialty may be accepted for two years of the required occupational experience. (The rationale is based on the fact that the Provisional High School Certificate for health occupations requires no prerequisite experience, thus indicating within the regulations an intent to vary experience requirements according to approved academic preparation.)

(c) The completion of three (3) semester hours credit in a foundations course in vocational, industrial, or career education and the completion of three (3) semester hours credit in course construction or curriculum development in vocational industrial education.

(2) The certificate shall be renewed for subsequent one (1) year periods upon completion of a minimum of six (6) semester hours credit for each renewal selected from the sixty-four (64) semester hour planned program for the preparation of vocational teachers in industrial education--preparation level. The certificate shall not be subject to renewal more than ten (10) times. Credit granted for occupational proficiency shall not be applied toward the certificate renewal requirements. As a consequence of extenuating circumstances, such as severe illness or death in the family, which prevent the teacher from meeting the certificate renewal requirements, the Department of Education may authorize a renewal one (1) time without the completion of the additional credits when the circumstances are adequately documented and the situation merits approval.

Section 3.
A temporary certificate for vocational education--industrial education may be issued to a person who is initially employed during a school year and who meets the qualifications stated in Section 2. (1) (a), (b) above. The certificate shall be issued for a duration period to expire on the next June 30 after issuance and shall not be renewed for full-time instructors.

Section 4.
(1) A certificate for teaching vocational education--industrial education, valid for teaching only the subjects stated on the face of the certificate, shall be issued for a duration period of five (5) years upon completion of the following requirements:

(a) The completion of a planned program consisting of a minimum of sixty-four (64) semester hours credit distributed as follows:

1. A general education component consisting of twenty (20) semester hours credit selected from the General Education Component of Teacher Preparation.

2. A specialization component consisting of twenty-four (24) semester hours credit selected from the specialization component of the curriculum standards for the Provisional High School Certificate with an area of concentration in industrial education--preparation level.

3. A professional education component consisting of twenty (20) semester hours credit in professional education to include at least twelve (12) semester hours selected from the professional education component of the curriculum standards for the Provisional High School Certificate with an area of concentration in industrial education--preparation level.

(b) The completion of four (4) years of occupational experience in the area to be taught or the completion of a minimum of four thousand (4,000) hours of supervised work experience.

For teachers employed in the health occupations it is recommended that the 64 semester hour curriculum outlined above be selected in a similar fashion from the curriculum standards for the Provisional High School Certificate with an area of concentration in the health occupations.

(2) The certificate shall be renewed for subsequent five (5) year periods upon completion of any combination of two (2) years teaching or work experience in the occupational specialty plus the completion of an additional six (6) semester hours credit from an approved industrial education program. An additional three (3) semester hours credit may be substituted for any year of renewal experience which may be lacking.

Section 5.
A certificate for a vocational education specialist, valid for teaching the specific subject stated on the face of the certificate, shall be issued for a duration period of one (1) year upon the basis of a determination made by the Department of Education that the individual has unique knowledge or experience or special preparation that qualifies the person to be outstanding in the vocational subject to be taught.

Section 6.
A certificate for vocational education, valid for a part-time or short-term assignment, and for teaching the specific subject stated on the face of the certificate, shall be issued for a duration period of one (1) year on the basis of high school graduation or its equivalence and four (4) years of responsible work experience in the occupation to be taught.

B. CERTIFICATE FOR ADMINISTRATION, SUPERVISION, AND COORDINATION OF VOCATIONAL EDUCATION
704 KAR 20:215

Section 1.

(1) The Certificate for Administration, Supervision, and Coordination of Vocational Education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has at least two (2) years of teaching experience in a vocational education teaching assignment and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel [see note, page 20].

(2) The Certificate for Administration, Supervision, and Coordination of Vocational Education does not of itself qualify the holder for any vocational education position but rather it is designated as one of the several requirements for certain positions of administration, supervision, and coordination as identified in the Kentucky State Plan for Vocational Education.

(3) The duration of the Certificate for Administration, Supervision, and Coordination of Vocational Education shall be for continuing service.

(4) The Certificate for Administration, Supervision, and Coordination of Vocational Education programs may be issued for an initial period of one (1) year upon completion of eight (8) semester hours of credit selected from the prescribed curriculum and upon completion of the other non-academic prerequisites. The remaining curriculum requirements shall be completed by September 1 of the calendar year following the year of initial issuance. The certificate may then be renewed for continuing service.

(5) When a qualified person is not available for a critical administrative position, the Superintendent of Public Instruction may approve a one (1) year endorsement of a vocational teaching certificate for the administration, supervision, and coordination of vocational education, provided the application includes a plan of in-service growth and development showing how the applicant and his employer will work toward meeting and full requirements.

CURRICULUM STANDARDS, TEC 90.0

Section 1.
The program of preparation for the Certificate for Administration, Supervision, and Coordination of Vocational Education shall be based on the prerequisite of a bachelor's degree and the preparation for a ten-year teaching certificate for any one of the areas of vocational education authorized in the Kentucky State Plan for Vocational Education and, in addition thereto, shall consist of a minimum of 15 semester hours of graduate level credit including the following:

(1) Organization and administration of vocational education.

(2) Administration and supervision of education personnel.

(3) Program planning, research, and evaluation in vocational education.

(4) Vocational guidance; industrial psychology; human relations.

XXVII. JUNIOR RESERVE OFFICERS TRAINING CORPS PREPARATION-CERTIFICATION
704 KAR 20:260

Section 1.
The Certificate for Specialized Professional School Services endorsed for the position of Senior Instructor, Junior Reserve Officers Training Corps, shall be issued initially for a two (2) year period to an applicant who has completed a bachelor's degree who has been officially recommended for the position of Senior Instructor, Junior Reserve Officers Training Corps, by the appropriate branch of military service upon criteria which includes twenty (20) years military service; and who has been contracted for this employment by a local school district, and who is recommended for certification by the local school superintendent.

Section 2.
The endorsement for Senior Instructor, Junior Reserve Officers Training Corps, may be renewed for continuing service upon recommendation by the local school superintendent and upon completion of the following curriculum:

General Psychology--three (3) semester hours

Human Growth and Development--three (3) semester hours

Basic Concepts Concerning Education--two (2) semester hours

English Composition--six (6) semester hours

Communications (such as speech, creative writing, advanced grammar, journalism) or Guidance (such as vocational guidance, guidance and counseling, career orientation)--three (3) semester hours.

Section 3.
The Certificate for Specialized Professional School Services endorsed for the position of Junior Instructor, Junior Reserve Officers Training Corps, shall be issued initially for a two (2) year period to an applicant who has completed high school graduation, or its equivalence as determined by an acceptable score on the General Education Development Test; who has been officially recommended for the position of Junior Instructor, Junior Reserve Officers Training Corps, by the appropriate branch of military service upon criteria which includes twenty (20) years military service; who has been contracted for this employment by a local school district; and who is recommended for certification by the local school superintendent.

Section 4.
The endorsement for Junior Instructor, Junior Reserve Officers Training Corps, may be renewed for continuing service upon recommendation by the local school superintendent and upon completion of the following curriculum:

General Psychology--three (3) semester hours

Human Growth and Development--three (3) semester hours

Basic Concepts Concerning Education--two (2) semester hours

English Composition--six (6) semester hours

Communications (such as speech, creative writing, advanced grammar, journalism) or Guidance (such as vocational guidance, guidance and counseling, career orientation--three (3) semester hours.

Section 5.
This regulation shall become effective for all Junior Reserve Officers Training Corps personnel employed for the 1976-77 school term and thereafter.

XXVIII. EMERGENCY CERTIFICATION
704 KAR 20:120

Section 1.

(1) In order to comply with KRS 161.100 in establishing the need for employing emergency teaching personnel the superintendent of the local school district and the board of education shall make the following declaration to the Superintendent of Public Instruction on request forms supplied by his office.

(a) No qualified teachers have applied for the vacant position and to our knowledge qualified teachers are not available for the position.

(b) Diligent efforts have been made to recruit a qualified teacher for the vacant position, and furthermore, this vacancy has been made known locally by appropriate means.

(c) The local school district has been unsuccessful in recruiting teachers for the vacant position either from the listings of teachers supplied by the State Department of Education or by means of the placement services of the teacher education institutions.

(d) The position will be filled by the best qualified person available, giving preference to the factors of academic preparation, prior teaching experience or related educational work, and personal attributes compatible with the demands of the teaching profession.

(2) The superintendent of the local school district and the board of education may establish the need for emergency teaching personnel, restricted to substitute teaching only, on the basis of anticipated shortages of regularly certified teachers. Emergency certificates may then be issued by the Superintendent of Public Instruction restricted to substitute teaching only and subject to the priority schedule for the employment of substitute teachers as established by 704 KAR 20:210.

(3) The Superintendent of Public Instruction, depending upon his assessment of the need for the position and the availability or anticipated availability of qualified personnel, shall approve or disapprove a request for the employment of emergency teaching personnel. The term of validity of an emergency certificate may be limited to a period less than the full school year; the beginning date shall be no earlier than the date the request form is received in the Department of Education.

(4) An application form signed by the local school superintendent and approved by the local board of education shall be submitted for each anticipated emergency position. The application shall be accompanied by official transcripts of all college credits earned by the prospective emergency teacher.

APPENDIX I

PROMULGATION OF TEACHER CERTIFICATION REGULATIONS

By action of the Kentucky General Assembly all regulations of all state agencies must be promulgated in accordance with a prescribed legal process. With respect to teacher education and certification, any changes must come about by a step-by-step process which is summarized as follows, assuming a favorable action at each step:

a. The Kentucky Council on Teacher Education and Certification recommends a regulation or regulation revision to the Superintendent of Public Instruction and to the State Board of Education.

b. The Superintendent of Public Instruction and the State Board of Education accept the recommendation and adopt the appropriate regulation or revision.

c. The regulation is published in the Administrative Register of the Commonwealth of Kentucky for the purpose of serving notice that there is a pending change and for providing the opportunity for further reaction or a public hearing.

d. Upon request a public hearing is scheduled and conducted by a hearing officer designated for this purpose.

e. The Superintendent of Public Instruction and the State Board of Education reconsider the regulation or revision in terms of the information presented at the public hearing.

f. The regulation is reviewed by the Administrative Regulation Review Subcommittee. This is a joint sub-committee of the House and Senate of the General Assembly charged with reviewing all proposed regulations in order to (1) determine whether the particular state agency has the legal authority to issue the regulation and (2) whether the regulation is in keeping with the legislative intent.

   All regulations are given a final review by the Legislative Research Commission.

g. Final publication of the effective date of the new regulation or revision in the Administrative Register.

It is only after the last step in the process that a regulation can be implemented.

It has been the practice of the Kentucky Council on Teacher Education and Certification to give wide publicity to proposals under consideration and to seek input from all affected parties before making recommendations involving major changes.

Suggestions or proposals for regulation revision are invited by the Council. Such communications should be prepared in writing and forwarded to the Kentucky Council on Teacher Education and Certification, Room 1823, Capital Plaza Tower, Frankfort, Kentucky 40601.

For further information about the Council, see Chapter I, Section D.

APPENDIX II

Excerpt from Recommendations of the
Kentucky Association of College Music Departments
Dated April 22, 1976

II. PROFESSIONAL PREPARATION

Preparation in this area should emphasize the following:

A. An understanding of the role of education in a democracy.

B. An understanding of learning theories and their application to instruction.

C. An understanding of the social, physical, emotional, and mental development of pupils from kindergarten through adolescence and the implications of this knowledge for teaching and learning music.

D. An understanding of classroom and school organization, including a knowledge of each phase of the school program.

E. An understanding of the theory and techniques of performance based instruction.

F. An understanding of the values of music education by providing a study of and a supporting rationale for:

1. The role of music in the life of the general student and the student for whom music is an area of concentration.

2. The cultural and philosophical role of music in our own and other societies.

3. The interaction of social forces with the arts throughout history including today's pluralistic society.

G. The ability to identify instructional objectives and to state these objectives in terms of musical behavior.

H. The ability to plan curricula which would include:

1. The development of concepts related to melody, rhythm, harmony, form, timbre, texture, stylistic and expressive qualities suitable to the education of all students.

2. The development of technical skills necessary for expressive musical performance.

3. The selection of music literature appropriate for the development of aesthetic sensitivity.

I. The ability to determine and employ effective teaching strategies, rehearsal techniques, and classroom management.

J. The ability to select and apply evaluative procedures for the assessment of teaching-learning processes in music.

K. An understanding of the organization and administration of music classes in schools including:

1. The relationship and coordination of the elementary and secondary school music programs.
2. The working relationship of the music teacher to the supervisor of music, other music teachers, teachers of other subjects, elementary classroom teachers, principals, and other administrators.
3. Financial planning basic to acquisition of materials and equipment.
4. The management of performing organizations with emphasis on arranging concert schedules, moving students and equipment safely, keeping inventory of music and equipment related to the musical organizations.
5. Scheduling of classes.
6. The importance of school-community relationships to the music program.

These competencies are to be developed in courses in:

Foundations of Education, Human Growth and Development, Music Education Methods and Materials, and Student Teaching.

Courses in basic concepts concerning education, human growth and development, and learning theory should be the same as those offered for other teachers. Professional laboratory experiences will be required at both elementary and secondary levels and in vocal music, instrumental music, or both as appropriate to the certificate desired.

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